

Keep Calm and Maintain Your Sanity

Vesna Gros

Language teacher identity: who am I as a teacher and why do I need to know?

Kirsten Hempkin

The Importance of Peer Assessment

Ivana Bokavšek

GrammArt: A Playful Approach to Learning Grammar Through cRAfT

Joanna Duda and Maria Peristeri

Learning a foreign language. What's the point?

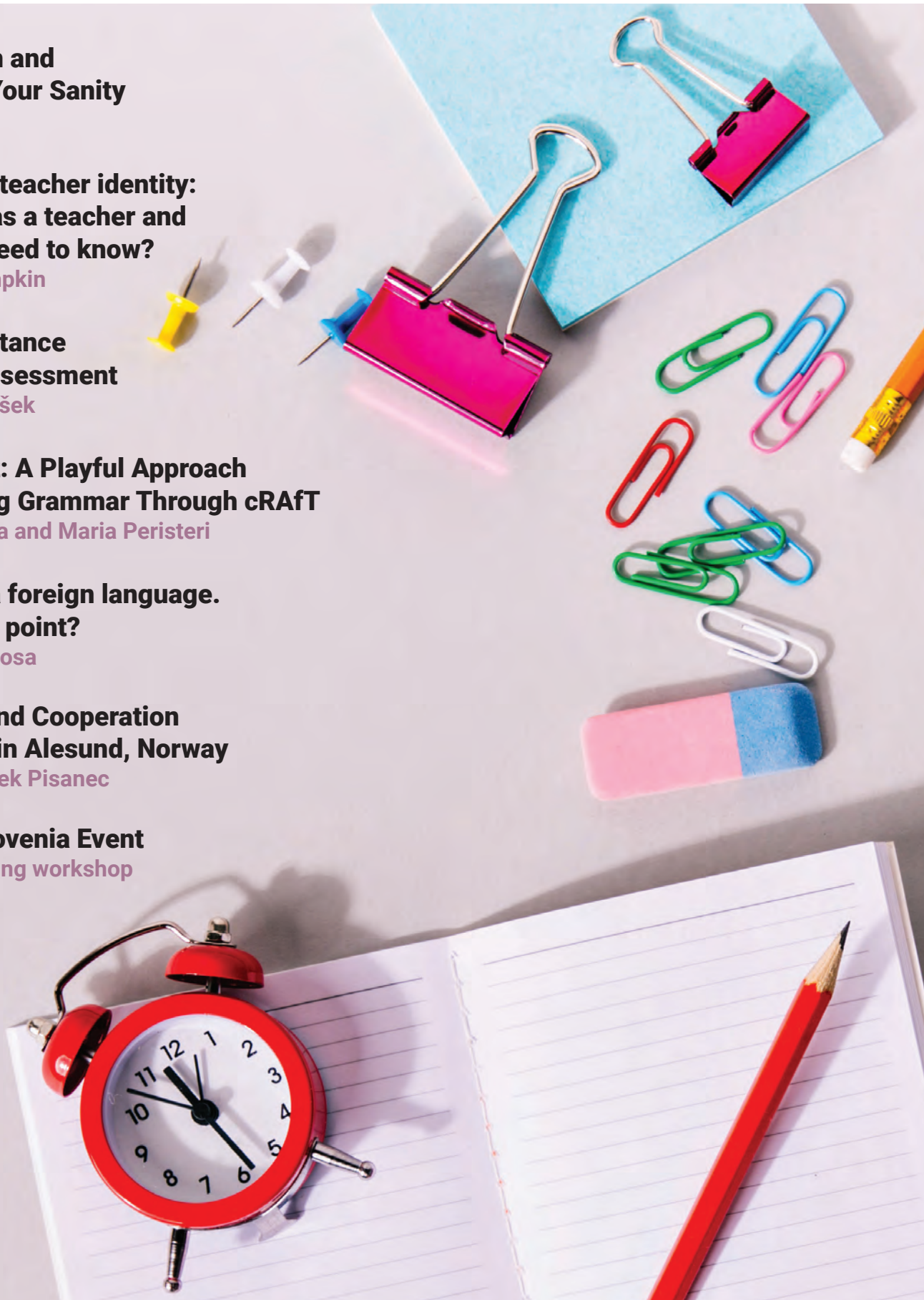
Katarina Pinosa

Training and Cooperation Activities in Alesund, Norway

Lidija Strmšek Pisanec

IATEFL Slovenia Event

Clay modelling workshop



Index

- 4** **Keep Calm and Maintain Your Sanity**
Vesna Gros



- 6** **Language teacher identity: who am I as a teacher and why do I need to know?**
Kirsten Hempkin



- 9** **My First Experience with Teaching English for Specific Purposes**
Maja Belej

- 10** **Impact of the Formative Assessment Method on the Noise Levels in the Classroom**
Petra Knez

- 12** **28th international IATEFL Slovenia Conference**

- 13** **The Importance of Peer Assessment**
Ivana Bokavšek

- 16** **Creating a Safe Space for Students by Using the English Language**
Barbara Čatar

- 18** **GrammArt: A Playful Approach to Learning Grammar Through cRAFT**
Joanna Duda and Maria Peristeri



- 20** **Learning a foreign language. What's the point?**
Katarina Pinosa

- 22** **Belgrade calling 2020 and 2021 or do you want to attend the most well-organised conference »in the region«**
Nada Đukić

- 24** **Training and Cooperation Activities in Alesund, Norway**
Lidija Strmšek Pisanec



- 30** **IATEFL Slovenia Event Clay modelling workshop**



- 32** **An interview with ...**
Barbara Lukač Patarčec, the new IATEFL Slovenia President

- 33** **IATEFL Slovenia Team**

- 34** **Lesson plan Writing by numbers**

- 35** **Learning activities**

- 36** **Reading for pleasure**
Five Stories by Lydia Davis

- 37** **Poets' corner**
to feed your soul

- 38** **Between the covers**

Poročila o tekmovanjih 2021–2022

- 40** Poročilo o tekmovanju v znanju angleščine za učence 6. razreda osnovne šole

- 41** Poročilo o tekmovanju v znanju angleščine za učence 7. razreda osnovne šole

- 42** Poročilo o tekmovanju v znanju angleščine za dijake 2. letnika

- 43** Poročilo o tekmovanju v znanju angleščine za dijake 3. letnika

- 44** **Just for laughs**



Editor

Alenka Tratnik
E-mail: alenka.tratnik@iatefl.si

Designed by

Petra Turk

Printed by

HCOMP-group grafične storitve
Henrik Klembas s. p.

Published by

Slovensko društvo učiteljev
angleškega jezika IATEFL Slovenia

E-mail: info@iatefl.si

Website: <http://www.iatefl.si/>

IATEFL Slovenia Board Members

Barbara Lukač Patarčec |
Secondary School | President

Sandra Vida | *Seminars and conferences |
Vice President*

Alenka Tratnik | *IN Editor*

Patricija Frlež | *Primary School*

Špela Skubic | *Public Relations*

Images

www.freepik.com



Editorial

Summer holiday is over and the new school year is upon us (I'm writing this editorial at the end of August, so I have a few days left to enjoy my life in peace before it gets exponentially more nerve-wracking, hectic and stressful).

Starting the new school year on the right foot can be challenging, perhaps even worrisome or troubling and frightening for some. The transition from long, lazy summer days and late bedtimes back to a rigid modus operandi can be a bit of a shock to the system. Psychologists (Kaupfman, 2016) advise that the best way to approach the new school year and make the transition as smooth as possible (really any change, such as moving to a new home, having a baby, changing jobs, etc.) is to have a set routine in place.

In recent years, there's been a growing interest in what Sir Arthur C. Doyle once called "the dull routine of existence." Researchers (Cherry, 2020) have found that while sticking to a routine may sound daunting, predictable, and mundane, a consistent routine with fewer variables ingrained in your daily life actually creates boundaries and provides consistency and security, whether in the classroom, the office, or your home. The key to a good routine is also to create a balance between work, family, me time, socialising, personal growth and professional development. In her article, Vesna Gros gives good advice on how to establish and maintain a daily routine, announcing the importance of getting eight hours of restful sleep and taking time for yourself – two things we all need to be constantly reminded of, not just at the start of a new school or academic year.

In this issue of IN, you'll find more articles to get you thinking and get the new school year off to a good start. Kirsten Hempkin discusses the issue of language teacher identity, pointing out that the identity we have as professionals affects our effectiveness, job satisfaction, motivation, and so on. Barbara Čatar describes how she created a safe and encouraging teaching/learning environment for her students. Katarina Pinosa reports on the results of her small project and the reasons why students find English learning meaningful. Petra Knez goes into more detail about formative assessment, highlighting the aspect of noise in the classroom caused by formative assessment activities, while a colleague from Croatia, Ivana Bokavšek, highlights the importance and visible improvements that peer assessment can bring about.

Teachers looking for ideas for teaching grammar should check out the article by our Greek colleagues Joanna Duda and Maria Peristeri on how to innovatively "teach grammar rules without teaching them." Maja Belej talks about the challenges of teaching ESP and how she integrates it into her regular teaching practice.

The life of a teacher also includes participation in projects and attending conferences. Lidija Strmšek Pisanec writes about her experiences and impressions from a TCA seminar in Norway, and Nada Đukić about her participation in the annual ELTA conferences. There are also a few new features in this issue—a lesson plan, book recommendations, teaching ideas, and others. I hope you enjoy them and that they'll resonate well with you.

I wish and sincerely hope that you had a good start to the new school year. But if something goes wrong and you get tripped up, don't stress about it. A slip-up from time to time is inevitable. If you build the above habits into your daily routine (and have a cup of tea or coffee and a chocolate bar to go with it ☺), the slip-ups will be much easier to overcome.

Alenka Tratnik

Editor

References

- Kaupfman, D. (2016). *The Importance of Routine*. Retrieved from <https://www.melbournechildpsychology.com.au/>
- Cherry, K. (2020). *The Importance of Maintaining Structure and Routine During Stressful Times*. Retrieved from <https://www.verywellmind.com/the-importance-of-keeping-a-routine-during-stressful-times-4802638>

Keep Calm and Maintain Your Sanity

Vesna Gros



Vesna Gros works as an English and German teacher at Primary School Polje in Ljubljana. Apart from work, she is a mother of two and prides herself on still managing the household without an army of helpers and cleaners. She has always loved crafting and has recently rediscovered her passion for piano and acrylic painting. Vesna remains an enthusiastic and positive person and an advocate of lifelong learning, so it is very likely you will bump into her at IATEFL Slovenia events.



So, here we go again. The new school year has started and we have to get the wheels back in motion regardless of ongoing crises in the world or possible challenges we might have faced in our private lives. Even those who usually manage to stay positive might have weakened in their determination to stick to mantras such as, “If life gives you lemons, say yummy, but what else have you got?” After having been fed so many ‘lemons’ since 2020, I decided to put together a survival guide for maintaining a positive attitude to self, others, and life in general.

The following ideas are by far neither new nor revolutionary; some of them are downright banal, but still – sometimes getting back to basics is just the first step towards reclaiming your sanity.

Teachers tend to be either quite organized or creatively disorganized. Either way, sticking to a certain routine would be my number one tip. If we break it down to its innermost core, the routine of a satisfied person should be to divide the 24 hours of the day into three equal parts. Remember your times tables? The ultimate number is eight. 8 hours for work, 8 hours for other things and 8 hours for sleep. As simple as that.

Work Time

Even though general public thinks teachers work less than 8 hours, we know we work more. Being a teacher is not just a job, but above all a lifestyle. Yes, we get more days off due to school holidays, but we do more than our share of extra hours to compensate for that. This was particularly evident during the distance learning times when we had to become technicians, movie makers, motivational speakers, and acquire all sorts of new skills we never dreamed would be part of the teaching job.

Try to really limit yourself to those 8 hours – if nothing else helps, use a countdown timer. Another important thing is diminishing multitasking time. Our brain is not made for multitasking, and several studies (e.g., Warner,

2019) have shown that we work more effectively when we only do one thing at a time. Multitasking only wears us out and does not necessarily produce the wished output. On the other hand, it can lead to burnout syndrome. Stay hydrated during work time and take active breaks (especially if you have been sitting in front of a screen for more than 45 minutes). There are a lot of short workouts available online. One of my favourites during the lockdown was *fit-Boost* (<https://fit.sanfordhealth.org/resources/fitboost-activity>), which I was also using to get my students moving during Zoom sessions.

Don't skip on your breakfast and always have healthy snacks at hand. Even when working on school premises (not online), there is all too often not enough time for a quick bite, a glass of water, let alone a trip to the toilet. Don't let that happen to you, because it will not make you a better teacher, only a better healthcare client... Bear in mind you will never be able to do everything you (or others) want. Learn to prioritise or take a time management course.

Miscellaneous Time

Having finished your day's work, now is the time for cooking, grocery shopping, frolicking around with your offsprings and other family business, tidying up, paying bills, taking your dog to the vet, visiting or looking after your elderly relatives, you name it. However, do not forget that this should also include your *me-time*, sports, hobbies, mindfulness – whatever makes you feel happy and fulfilled. If there is no *me-time*, everything you have done during the day is pointless.

Watching Netflix, surfing the net, instant messaging, browsing through social media, following the news – that is not *me-time* if you ask me. The above-mentioned activities often evoke negative feelings (especially watching the world news lately) or only make you momentarily absent-minded, which is the opposite of what you should be aiming for.

The pursuit of happiness during (post-)Covid times seems harder than ever, so let me help you with some ideas for a happy *me-time* adapted from *The Atlas of Happiness: The Global Secrets of How to Be Happy* (Russell, 2018):

- *Sisu* is a Finnish term for inner strength, associated with the concept of having come to terms with living in extreme weather conditions. Going to sauna, which is an important part of Finnish culture, might help you strengthen your *sisu* and endure the weird times we have found ourselves in.
- *Meraki* is a Greek philosophy of complete immersion in something you like doing, be it work, cooking, art, anything. It reminds me of the concept of flow and is in di-

rect opposition to multitasking. Therefore, discovering something you like doing, taking up a new or a long-forgotten hobby and focussing on it is another idea worth trying.

- *Hygge* is a Danish obsession with getting cosy at home, alone or with friends. It is all about finding pleasure in the little things. Instead of moaning about social confinement, enjoy a glass of wine, put on a soothing face mask, play a board game or watch a good film with your closest ones, and turn winter from a most depressing to a most *hygge* time of the year.
- *Friluftsliv* is a Norwegian word glorifying the time spent outside. Since being indoors is not advisable currently anyway, that goes hand in hand with the whole Covid situation. Get out of the city and enjoy the views and the beautiful countryside scenery. Cherish the opportunities that our varied landscape has to offer and find beauty in nature.
- *Azart* is a Russian expression, linguistically related to the word 'hazard', and it basically means finding satisfaction in taking risks. The notion helps Russians deal with the torments of everyday life. However, it might inspire you to pluck the courage and do something you have long been planning to do.

While doing anything in the second third of the day, keep following the universal tips: Eat (healthily), drink, be active and efficient.

Sleep Time

As the name suggests, this is the time when you sleep. Getting away with 6 hours of sleep or less functions when you are young and vital. The older you get, the more important resting is for the well-being of your body and mind. Sleep time is not the time when you read a book or check your phone for the very last time. 8 hours should be your net sleeping time. This might seem impossible to achieve, so try by taking little steps. First and foremost, store your

phone somewhere else during the night or leave it out of reach instead on your bedside table. Feel free to read before bed, just do not extend the reading time for too long. Set yourself a limit of pages you are going to read, or use a timer to prevent reading until early morning hours. If possible, read paper books rather than e-books to spare your eyes.

If you have trouble falling asleep, place a little lavender sack under your pillow. Lavender is said to have a calming effect; however, you may explore other incense to discover which one does the trick for you.

Monitoring your sleep via a smartwatch is another option to trick yourself into getting a trophy for enough hours of sleep. Self-control is a key to a successful maths equation where three thirds (work, miscellaneous, sleep) comprise the whole. Cutting down on any third results in having to make up for the loss with the other two. You can't afford to work less, it's not advisable to sleep less, and be honest with yourself – do you really have to or want to cut down on the nice time? By postponing family time, sport time, bonding time, you are postponing your most important moments in life.

And one last important thing: do not sacrifice weekends to do work. Yes, there might be a pile of tests or essays to grade from time to time and that is fine; but in general, strive for two thirds of miscellaneous over the weekend, because no one will thank or pay you for the work you do on Saturday and Sunday.

References

- Russell, H. (2018). *The Atlas of Happiness: The Global Secrets of How to Be Happy*. New York: Running Press.
- Warner, M. M. (2019). Why You Need to Do One Thing at a Time. <https://medium.com/swlh/why-you-need-to-do-one-thing-at-a-time-6097b6a2f4c9>



Language teacher identity: who am I as a teacher and why do I need to know?

Kirsten Hempkin



I arrived in Maribor in 1996, planning to spend a year here. I never quite went home to Scotland (my husband is to blame). I work at the Faculty of Arts, University of Maribor as an English language instructor, teaching all sorts of grammar, vocabulary and skills classes.

In research terms, I'm very much interested in language teacher identity and intercultural learning. When I'm not teaching or researching, I can be found with my nose buried in a book, or in a cafe somewhere enjoying a coffee (or perhaps a glass of wine), or glued to the screen watching Liverpool FC play.



If I were to ask you who you are as a teacher, how would you answer that question? You might begin by telling me why it was you decided to become a teacher – maybe you loved English, or maybe you wanted to work with young people. You might also want me to know what you think is important in your teaching – it could be that you think that grammar lies at the heart of what you do, or helping learners build an extensive vocabulary, or maybe it's most important to you that learners know how to communicate, flaws and all. I'm sure you would describe what motivates you or demotivates about your job and how that has changed or not throughout your career. It could be that you tell me something about how your learners see you. Are you a strict teacher? Are you a fun teacher? Is it important that your learners like you? You might even have an idea what your colleagues think of your teaching.

However you would choose to answer that question, you would be conveying something of your identity as an English language teacher. A few years ago, more attention began to be paid to the psychology of our learners, and it has now, of course, become commonplace to talk about constructs such as motivation or investment – what drives our learners (or not) to learn – or to think about affect in the classroom and how important it is for our learners to be in a positive learning environment.

Now the psychology of teachers is coming gradually under the research spotlight, as teachers are, of course, key stakeholders in the learning process. It is increasingly understood by researchers that it makes sense to try and understand teachers and what makes them tick, especially if we want to establish ways to support them on their professional paths. The question of who you are as a teacher – your language teacher identity – is seen as enormously

important within the field of language teacher psychology, as your identity underpins much of what you do professionally. As Leibowitz (2017) claims, the impact of identity on teachers and their teaching is undeniable, pointing to the role identity plays in how teachers perform their professional activities in the classroom, stating that it “[...] informs everything he or she does [...]” (Leibowitz, 2017, p. 75).

However, professional identity is actually significant both inside and outside the classroom, as it is linked to many varied and significant aspects of teachers' lives. Researchers have already established that identity and language teacher wellbeing, another big research topic just now, are closely-related (Day & Kington, 2008). And teachers who feel good about their teaching and are satisfied with what they achieve in the classroom will also have learners with higher levels of wellbeing and learning success (Dresel & Hall, 2013; Mercer & Kostoulas, 2018). Others point to the role identity plays in teacher effectiveness (Alsup, 2006) and how well we perceive we are doing our job. Identity is also connected to other constructs related to teachers, such as job satisfaction and commitment (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012), and also long-term engagement and motivation (Hiver & Dornyei, 2015).

While the importance of language teacher identity is undeniable, it is much harder to provide a definition of what language teacher identity actually *is*. Most of the research does not try to define identity as such, but instead it gives us conceptualisations, most of which are rooted in a socio-cultural framework. Norton's quote on identity appears often in the literature, and it certainly seems helpful in providing a starting-point for considering who we are. She claims that identity is “how a person understands his or her relationships to the world, and how that relationship is constructed across time and space” (Norton, 2013, p. 5). It is within these terms that we frame our answer to the question of who I am: I – as I'm sure we all do – have a variety of relationships to the world, as a wife and mother, a daughter, a teacher, a colleague, and a friend.

One of the key aspects of LTI is that we negotiate it through interaction with others. For language teacher professionals, that means our schools, our colleagues and, of course, our learners. We draw upon what we perceive they think of us in order to draw a picture of ourselves (Johnson, 2003). Our identity is also not fixed, and our shaping and reshaping of it may span a lifetime, certainly the course of our careers, as identity development is thought to be never-ending (Barkhuizen, 2017; Cooper & Olson, 1996; Gee, 2000). This reshaping is generally understood as neither a passive nor

a neutral process. We need agency to drive this process (Beijaard et al., 2004), and crucially, as Zembylas (2003) points out, identity construction can be emotional, with emotion either triggering or accompanying changes.

What is important for teachers as they progress through their professional lives is that identity formation can also potentially be a site of struggle. Tsui (2007) points to the multiple identities an individual maintains – both professional and personal – and this is echoed by Barkhuizen (2017) who describes the negotiation of identity as “contested and resisted” (Barkhuizen, 2017, p. 4). Beijaard et al. (2004) in their research talk of “friction”, which they describe as occurring at times when our identity is somehow challenged, most likely when we encounter situations which challenge our beliefs about teaching and ourselves as teachers.

Do you remember the early days of teaching, when it was time to put into practice everything you had learned during teacher training? How did it feel? Was classroom life what you expected it to be? Was it a relatively seamless transition from pre-service teacher to in-service teacher, or did you perhaps feel overwhelmed and wonder at that point if you were cut out to be a teacher at all? Many teachers categorise this period at the very beginning of their careers as being deeply challenging. The feeling of being overwhelmed when classroom expectation meets classroom reality is referred to in the research as “praxis shock” (Kelchtermans & Ballet, 2002). The shock comes from having our beliefs in teaching and ourselves as a teacher, which are often deeply held, severely tested. Those beliefs are often formed before we have even set foot inside a teacher training institution, and they often remain intact

throughout training (Alsup, 2006). Are you aware of where or how you shaped those ideas of what being a good or effective teacher came from? Most likely from your own learning experience, teachers we encountered through school or college, or events that occurred which were somehow significant to you.

As a more experienced teacher, you might have also felt your identity being put to the test. Has the institution you work in asked you to reshape the way you work? Have you felt that superiors – the ministry or your school principal – don’t understand the way you teach, or ask you to work in ways that you think are unreasonable? Do they force a textbook onto you that you think has too much grammar? Do they tell you that you make too much noise in the classroom and need to work more quietly? Some researchers have pointed to how when our professional roles change, when demands are made of us which feel at odds with our teaching values or beliefs, we can experience some type of identity transition or shift (Ketelaar et al., 2012; Tao & Goa, 2018). I imagine like many other teachers, my identity was deeply challenged during Covid and the long period of online teaching at the faculty. If teaching was staring at a screen with initials on it and hoping against hope that someone would answer a question, I didn’t really want to be part of it. For the first time in my 25 years of teaching, I felt hugely demotivated and I couldn’t enjoy the same type of relaxed interaction with the learners that I feel is a constituent part of me as a teacher and my teaching. Thank goodness we are now back working face-to-face.

How then can we address our language teacher identity? As Leibowitz argues, identity is actually very rarely engaged with by teaching professionals: “[...] it is by and



large tacit, not often interrogated, and often not interrogated systematically” (Leibowitz, 2017, p. 75). Calls are increasingly being made by researchers to introduce identity work at the teacher training stage – Beijaard (2019) goes so far as to claim that teacher training *is* identity work – and to encourage in-service teachers to also undergo identity training, when possible.

The foundations for identity work are already in place at some teacher training institutions, as engaging with identity entails the type of critical reflective practice pre-service teachers undergo in learning how to teach (Korthagen, 2004). It seems especially important at this stage to consider our beliefs, and some researchers point to ways in which the praxis shock described above might not be prevented entirely but certainly mitigated, for example, through identity-challenging activities (Smagorinsky, Cook, Moore, Jackson & Fry, 2004). For the more experienced teacher, there is also a need to consider identity, to question beliefs about ourselves as teachers and our learners in order to direct our professional development and learning (Bucholtz & Hall, 2005; Korthagen, 2004).

So, take a moment during your busy schedule (I often think that we are so busy actually doing the teaching that we don't have the time to think about ourselves as teachers) and try to remember the last time you left the classroom feeling delighted because a lesson had gone well or deflated because it didn't quite go as planned, and start to consider why you feel that way. This is the first step to answering the question I posed at the beginning – who am I as a teacher and why does it matter?



References

- Alsop, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. NCTE-LEA research series in literacy and composition. Mahwah, New Jersey: Lawrence Erlbaum Associates. Urbana, Indiana: National Council of Teachers of English.
- Barkhuizen, G. (2017). Introduction. In G. Barkhuizen (Ed.), *Reflections on Language Teacher Identity Research*. New York: Routledge.
- Beijaard, D. (2019). Teacher learning as identity learning: models, practices, and topics. *Teachers and Teaching*, 25(1), 1-6.
- Beijaard, D., & Meijer, P., & Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching and Teacher Education*, 20, 107-128.
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: a socio-cultural linguistic approach. *Discourse Studies*, 7(4), 585-614.
- Canrinus, E., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2012). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European Journal of Psychology of Education*, 27(1), 115-132.
- Cooper, K., & Olson, M. R. (1996). The Multiple I's of Teacher Identity. In M. Kompf, R. Bond, D. Dworet & T. Boak (Eds.), *Changing Research and Practice Teacher's Professionalism, Identities and Knowledge* (pp.78-89). London: Falmer Press.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal* 32(4): 601-616.
- Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, Culture & Society*, 16(1), 7–23.
- Dresel, M., & Hall, N.C. (2013). Motivation. In N. C. Hall & T. Goetz (Eds.), *Emotion, motivation, and self-regulation: A handbook for teachers* (pp. 57–122). Bingley, UK: Emerald Group Publishing.
- Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of research in education*, 25, 99-125.
- Hiver, P., & Dornyei, Z. (2015). Language Teacher Immunity: A Double-Edged Sword. *Applied Linguistics*, 38(3), 405-423.
- Johnson, K. (2003). Every experience is a moving force: Identity and growth through mentoring. *Teaching and Teacher Education* 19(8), 787-800.
- Kelchtermans, G., & Ballet, K. (2002). The micropolitics of teacher induction. A narrative biographical study on teacher socialisation. *Teaching and Teacher Education*, 18, 105-120.
- Ketelaar, D., Beijaard, E., Boshuizen, H.P.A., & Den Brok, P. (2012). Teachers' positioning towards an educational innovation in the light of ownership, sense-making and agency. *Teaching and Teacher Education*, 28(2), 273-282
- Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77-97.
- Leibowitz, B. (2017). Language teacher identity in troubled times. In G. Barkhuizen (Ed.), *Reflections on Language Teacher Identity Research* (pp. 74-79). New York: Routledge.
- Mercer, S., & Kostoulas, A. (2018). Introduction. In S. Mercer & A. Kostoulas (Eds.), *Language Teacher Psychology*. Bristol: Multilingual Matters.
- Norton, B. (2013). *Identity and Language Learning: Extending the conversation*. Multilingual Matters.
- Smagorinsky, P., Cook, L., Moore, C., Jackson, A., & Fry, P. (2004). Tensions in learning to teach: accommodation and the development of teacher identity. *Journal of Teacher Education*, 55(1).
- Tao, J., & Gao, X. (2018). Identity Constructions of ESP Teachers in a Chinese University. *English for Specific Purposes*, 49, 1-13.
- Thomas, L., & Beauchamp, C. (2011). Understanding New Teachers' Professional Identities Through Metaphor. *Teacher and Teaching Education*, 27, 762-769.
- Tsui, A. (2007). Complexities of Identity Formation: A narrative inquiry of an EFL Teacher. *TESOL Quarterly* 41(4), 617-680.
- Zembylas, M. (2003). Emotions and teacher identity: A post structural perspective. *Teachers and Teaching: Theory and Practice* 9(3): 213-238. doi.org/10.1080/13540600309378.

My First Experience with Teaching English for Specific Purposes

Maja Belej



Maja Belej is an English teacher at Franjo Malgaj Primary School in Šentjur. Before that she was teaching English in a kindergarten, primary school and secondary school. She specialises in teaching English to young learners. She also actively participated in the Reach the Sky project.

Apart from teaching English to young learners, she is also interested in showing learners the practical use of the English language through trips to English-speaking countries and English-language musicals.

I was employed in 2007 and 2008 at the Celje School Centre, at the Secondary School of Chemistry, Electrical Engineering and Computer Engineering. I was teaching the 4-year electrical technician, chemical technician and computer technician programmes, and the 3-year electrician programme. We have been involved in the Bologna Process and have attended various seminars because of that. A lot of effort has gone into building a bridge between secondary and higher education in order to meet the needs of the student's future profession.

Firstly, I would like to explain what English for Specific Purposes (ESP) is. ESP was developed because of the special needs of individual learners and specific disciplines. It is centred on the language that is appropriate to certain topics in terms of grammar, vocabulary and developing different skills. Materials are based on authentic texts, which will help them improve their understanding and use language specific for their profession. ESP is usually connected with e.g. English for Tourism (for travel agents and tour guides), English for Aviation (for air traffic controllers or pilots), English for Medicine (for nurses, doctors and other medical staff)... Actually, they need a particular language since it will be related to their future lives and often their jobs.

I was thinking carefully about how to incorporate ESP into my regular teaching. In that time, we have been using textbooks that did not have the appropriate contexts for ESP. I did not have enough knowledge of Electrical Engineering, which was my main focus. That is why I had to work closely with field specialists. Furthermore, I had to educate myself using various books, online resources and specific dictionaries because I was aware that I am not a specialist in the field, but in teaching English. I wanted to help learners who generally know the subject much better than I do. Moreover, a lot of extra reading and time was needed to prepare the activities in the target discipline. I often visited libraries and bookshops just to find out whether there were any new books and

textbooks connected with Electrical Engineering. I found a lot of different videos on the Internet so I could include authentic listening materials. Reading activities were developed on the basis of articles that I have found in various textbooks, books and on the Internet. Usually, I prepared handouts with different types of exercises (reading comprehension: answer the questions, true/false questions, multiple-choice questions, cloze/gap-fill exercises). Writing activities were often connected with how to write a formal e-mail, a letter, a complaint or a Curriculum Vitae (CV) for a job application. I have connected speaking activity with oral presentations on a specific content area or about the article they have read. They had to give their oral presentation in front of the whole classroom. After each presentation, they introduced five new words for our glossaries.

At this point, I would like to mention two important associations. The first is Elektrotehniška zveza Slovenije (EZS) (the Electrotechnical Association of Slovenia), which keeps up to date with the topical professional and organizational issues in the field of electrical engineering, including language terminology. The second is Slovensko društvo učiteljev tujega strokovnega jezika (SDUTSJ) (the Slovene Association of LSP Teachers). This association organizes meetings where LSP professionals come together to exchange their knowledge, materials, didactics... They also create terminology glossaries and aim to influence and create educational language policies, especially teaching policy for ESP.

Nowadays, a lot of new books, handbooks, dictionaries and textbooks have been published on English for electrical engineering and on English for specific purposes in general. I think that teachers should first be familiar with the topic and then present it in the classroom. You really need to discuss topics with your colleagues who teach these specific subjects. When you start with such activities, you should bear in mind that you are not a translator or a field specialist but a teacher who will do his or her best just to prepare students for their future life. It is really time-consuming at first, it takes a lot of energy, creativity and flexibility. Then you need to be acquainted with the two associations mentioned above. I also hope that faculties will prepare and develop additional content on English for specific purposes for future teachers.



Impact of the Formative Assessment Method on the Noise Levels in the Classroom

Petra Knez



Petra Knez holds a master's degree in Primary Teaching and finished a study programme for teaching English to young learners in 2017. She has been working as a Primary teacher in combined classes at the Šmartno v Tuhinju Primary School for more than seven years. She uses formative assessment in her class and observes the impact of different factors on children learning.



Nowadays, most teachers in Slovenia try to practice the formative assessment method because this in-process evaluation of student comprehension, learning needs and academic progress gets better results from the learning process. However, practising such an approach is not always an easy task in a larger class of students considering that the ideal learning environment and learning needs of every student can differ. One specific learning condition that every teacher must focus on is the level of noise in the classroom caused by the learning activities. Every student has a different noise cancelling capacity and if full capacity is reached, the level of noise can not only disrupt but also significantly reduce the student's focus and learning capabilities. Therefore, in general, the teacher's goal is always to keep the level of noise in the classroom as low as possible. The formative assessment method is by no means an exemption in that sense. Actually, because of the way formative assessment activities are being performed, they can substantially increase the level of noise in the classroom. So, how does this happen?

Introduction

Formative assessments are at the heart of many conversations between teachers, as well as everyone involved in education. Teachers in Slovenia are increasingly aware that we need to continuously track the development of each student if we want them to flourish and reach their full potential in adult life. To achieve this, we need to change our teaching methods, which have been rooted in the school system for more than 30 years. Nowadays, teachers hold full responsibility for their personal development and the implementation of the latest teaching methods. The formative assessment method undoubtedly has an advantage over the previous teaching methods because it is not generalised but instead focused in the individual. To take full advantage of the method in practice, we first need to learn why it works through a deeper understanding of the benefits and the potential drawbacks. In this paper, I would like to focus on the aspect of noise in the classroom caused by formative assessment activities.

Noise Level in the Classroom

In my 2010 dissertation, I addressed the issue of noise levels in the classroom. Student learning capabilities vary and depend on a range of factors. One of them is the noise level. In my dissertation, I focused on describing the different types of learning strategies and the noise level as a distraction factor for learning and academic achievement. In an empirical study of the noise level in the classroom, I interviewed third-grade students (N = 43). In the interview, I asked students how they perceive noise in the classroom and what learning strategies they use when noise interferes with learning and work. I then measured the noise level in the classrooms and attempted to influence the students' behaviours so that they would be able to regulate noise. Although the difference in the noise level between the experimental and control groups in the study was not statistically validated, I was able to determine that the students were able to reduce the noise. To achieve the reduction of noise in the classroom, I used the @SoundEar 2000 visual noise metre, but noise metres are available in almost every smartphone or tablet nowadays (Knez, 2010).

Teachers direct the way of learning to encourage the students to learn and achieve their goals, but still, most people get an uneasy feeling when they think about learning and studying. If you ask students what comes to mind when they think about learning, they will most likely tell you that it is boring, it is a kind of torture and they try hard when they study. If they do not have the right environment, it is even harder for them.

In general, it is known that people learn better in a quiet place, but not all noise reduces the efficiency of mental work and the effect is not the same for every person (Marentič Požarnik, 2003). There have been many studies on environmental stressors and their influence on children's health and cognitive development. In 2002, they studied students from three different schools in different countries (Spain, the Netherlands and the United Kingdom) that were built near airports. They found that aircraft noise could affect the children's cognitive development, especially reading comprehension. Schools exposed to high levels of aircraft noise are not healthy educational environments (Stansfeld, 2005). In conclusion, we can say that noise does affect some students in the classroom, but not necessarily all.

Formative Assessment and Learning

Dylan William is a British educationalist and professor of educational assessment at the UCL Institute of Education in Florida. He has been conducting research in the field of formative assessment since 1994. In his work, we can read about the positive impact on group learning capabilities when we

focus on the individuals rather than the group during teaching activities. He and his colleagues claim that there are five important strategies for teachers to execute in their work:

- Developing effective instructional conversations, questions and learning tasks that provide clues to student learning.
- Clarifying and sharing learning intentions and success criteria.
- Providing feedback that moves learners forward.
- Activating students as stewards of their own learning.
- Activating students as teaching tools for each other (William, Formative assessment and student achievement, 2008).

Most teachers try to follow this recipe, and I have worked in this way for many years. It is a highly beneficial approach because students always know why, what and how to learn. In addition, if students get stuck during the learning activities, they get immediate support. After the task completion, they also get feedback with further instructions on how to improve their learning process or skills.

For example: Colours

The students are learning about colours in English. As a first step, we introduce them to the English naming of the colours, showing them books and classroom supplies. Then we give them specific tasks with colours – we play *Simon says* or, say, “*Show me the blue crayon*” cooperative games. Then we define the details of the assessment. First, we need to **clarify and share the learning intentions**, i.e., *You need to learn to name colours in English*. Then we **set the criteria** together with the students i.e., *I will be successful if I know how to name colours in English*. Then we give students time to **do the assessment**. The most important thing after the assessment has been completed is to **give feedback** to every student.

For providing effective feedback, we need to know the students and be aware of their personality, skills and learning. The feedback must be individual. Stamps or written words like *Great!* are not sufficient feedback. The teacher needs to put the feedback into a broader context, include improvement suggestions and deliver it with a clear and positive tone. Only in this way can the student understand feedback well and use it to improve. For example, “I noticed that you already know a lot of colours in English. You still have trouble with the colours blue and red. When you are learning, try to remember the pictures we used in class. You can also make your own pictures of colours. I think you will do better on the next assessment.” Feedback can be verbal or written, but it must always be clear and delivered in an encouraging manner.

To return to the main question and think about the noise level aspect of such a learning process, practice shows that if we want to track the progress of the individuals in such an interactive way, it is not possible to ensure silence in the classroom. This is largely because of the differences in timing required to perform the task among students. It regularly happens that some of the students will have already finished their task while others have just started working on it. To assure the efficient and effective execution of the task, the possible levels of noise generated during the work needs to be anticipated and considered. Some students only have difficulty focusing in a higher noise level environment. Other students can already feel disturbed by the low-

est possible noise levels caused by a single dropped pen. Important elements in the successful delivery of a formative assessment method also include well-designed instructions and student motivation to learn (William, Formative assessment and self-regulated learning, 2014). In my experience, students are more motivated when they know what the learning intentions and evaluation criteria are. Considering and doing good work on these elements consequently means less noise in the classroom.

Distance Learning

Formative assessment in distance education has been quite a challenge. During the 2018/2019 and 2019/2020 study years, we were all exposed to teaching via computers and various digital applications like ZOOM and Moodle online classrooms. In addition, I also used Kahoot and other programmes creating video learning sessions mainly to compensate for the lack of interactive tools in communication with students. Daily, I was in contact with the students focusing on shorter formative assessments to monitor every student’s progress. This way, I stayed informed about everyone’s learning and could see if any of them needed additional help in understanding the lesson. When it came to quizzes or explanations, student motivation proved to be the big issue. It was very difficult or even impossible at times for me to motivate children without being able to get their immediate feedback in the form of a question, complaint or any of their well-known non-verbal communication styles expressed through a change of behaviour. Communication over the computer it is simply not the same as in the classroom. Some students were sleepy, some were hungry, some had too much noise in the room and it was simply not possible for me to detect them all due to digital communication constraints. However, after a longer period, I did realise that the students who had a quieter and more peaceful environment were more successful at the end than their peers.

Conclusion

In conclusion, I would like to say that many researchers have confirmed the thesis that the noise level affects the learning process. On the other hand, in my opinion, we cannot avoid it completely in formative learning. The students in our classrooms are individuals and it is right that we follow their individual learning process and support them in their life journey. Not all of them will become doctors and teachers, we also need cooks, scavengers and industrial workers to make our society work. I think the teacher’s job is well done when the students are satisfied and proud of themselves. When we use the method of formative assessment in the classroom, the impact on the noise levels can be major and noise can be disturbing. However, as teachers, we have to know how to balance the quiet time and the working noise to achieve the most efficient learning.

References

- Knez, P. (2010, June). *Hrup v razredu: motilni dejavnik učenja in učne uspešnosti*. Diplomsko delo. Ljubljana: Pedagoška fakulteta Ljubljana.
- Marentič Požarnik, B. (2003). *Psihologija učenja in pouka*. Ljubljana: DZS.
- Stansfeld, S. B.-B. (2005). *Aircraft and road traffic noise and children’s cognition and health: a cross-national study*. Retrieved from <https://bit.ly/2UHSeBo>
- William, D. (2008). *Formative assessment and student achievement*. Retrieved from bit.ly/3EA4mWX
- William, D. (2014, September). *Formative assessment and self-regulated learning*. Retrieved from <https://bit.ly/3ztqL4y>



28th

**International
IATEFL Slovenia
Conference**

9th - 12th March 2023

Terme Vivat

**TEACHING
Only for the brave**

The Importance of Peer Assessment

Ivana Bokavšek

ivanabokavsek@gmail.com



Ivana Bokavšek, an English and Italian language teacher, teacher adviser, three times awarded by the Croatian Ministry of Science and Education for the most successful educator. She has been sharing her working experience and knowledge at numerous workshops and webinars. Since 2012 she has been active in Comenius, Erasmus+ and eTwinning projects. She has been preparing job shadowing hosting programmes, leading EU fellow teachers as a host teacher and showing the best practice at her school. She was a member of the expert team of English teachers who worked on the implementation of curriculum reform in Croatia.

As a teaching part of the school year has just finished along with the boiling “heat” of finishing the school year, when students’ final marks, as their educational results, give that spicy touch to its end, sometimes in a more dramatic and emotional tone than usual, literally in a sweat and short, puffing breath, caused by the already unbearable weather conditions of mid-June, there is no better reason to take time, or we can call it a teacher’s minute, to stop for a moment or two, to take a deeper, releasing breath, to think about our students’ achievements.

Some would say that the teachers should take a shorter break to refresh themselves in order to continue their administrative role to close up this school year, by clearing their minds by shutting them off like a power socket by pressing that small button, but it is not that easy and possible, and therefore it is good. Yes, it is absolutely right when teachers make a use of their tired and stressed mental system to do some self-reflection and analysis of their work. Why? In teachers’ world the end of the school year is the beginning of a new one, so it is happening just in time, still fully alive and kicking, already spontaneously pulsating in every corner of teachers’ mind, no matter the school year has already ended.

Teachers’ self-reflection is one of a kind, because it is constant, usually uncontrolled and subconscious, motivated by inner and outer factors, “cohabiting” with different social interactions, strongly affected by others’ life struggles sensations, from their students’ learning difficulties and behaviour problems, their ups and downs to their students’ parents’ coping with learning parenthood and existential challenges. It is often conscious, controlled, deliberate, and led by following the rules, academic laws, and pedagogical procedures. It is rarely absent. It never stops, and it should not ever. It reflects a teacher’s responsibility as it is equal to the highest values of our profession. What is there to reflect on continuously, doubtless it is on a teacher’s priority list of her/his teaching weak and strong points

that should be set to improve a teacher’s performance. One of the most top listed, prioritized, and highly sensitive, according to its importance, is the issue of assessing and being assessed. Assessing is enormously challenging, and in the context of a teacher’s duty, it cannot be just named as a part of teacher’s job, or task, because it is a multi-functional, rather to say expertise that requires a lifelong learning process and experience, self-assessing, and self-liberating, meaning opening oneself to criticism and accepting one’s flaws as good and positive turning points. Assessing is highly delicate and must itself be considered as thoroughly and constantly analysed and improved in order to be more precise, relevant and therefore as objective as it can be.

When teachers finish assessing their students, they cannot be completely at ease with all the assessment results, because there is always the question of whether the assessment rubric or method was fair, right and objective enough, and that is the starting point for why teachers find assessing the most difficult “part” in their already complex work. What I have learned is that to be utterly aware of the impact of assessment and its importance, the necessity of being assessed is inevitable. This is the hardest way to start from, but it should be taken in order to learn better and open our personal and professional horizons.

Generally speaking, being assessed is not attractive and interesting to anyone, and quite frankly, it definitely does not bring a nice feeling when someone is peer-assessed at working place. Our knowledge, skills, experience, and abilities are challenged then, and it is not pleasant at all to worry about what impression we will create. On the other hand, it is crucial to be subject to other professionals’ insight, because the benefits are massive. First, on a private level, it is an experience that brings changes for the better. It strengthens our self-esteem, empowers us to feel stronger, more positive, and more capable. It opens new vistas and sharpens our senses to think and conclude critically. Second, when all those aforesaid are applied to a teaching context, then its effects are multiplied. For the start, open the doors of your classroom. Be prepared to have guests monitoring your teaching process. Those can be your fellow teachers, a school pedagogue, or a school headmaster. Just preparing yourself for exposing your teaching practice to them, makes you already aware of your mistakes, good sides, things you need to learn to be a more digitally competent teacher, and to make your students more engaged and active. Be ready to hear their review and talk to them about your assessment results without holding back. Think of it as an opportunity to learn, to improve yourself, to make your teaching more effective, more productive, just better. If you do not feel comfortable to have your colleagues as your guests, try to host foreign teachers who will do their job shadowing activity as a part of their Erasmus + project at your school, and they will

observe your classes and practice. Prepare a monitoring form they are going to fill in, observing your teaching methods, class by class. It will be perfect if you show your regular class, extracurricular class, field class, and your projects as well. At the end of their mobility, they are supposed to give you their feedback. After this experience your perspective of being assessed will be completely changed. You are able to question your assessment rubrics, the assessing structure (elements and criteria), to understand what should be corrected, improved, or just rearranged, to find and recognize the answers to your questions, always keeping in mind that assessing criteria and conclusion need to be clear to your students, the same way as it was obvious and easily understood when you were assessed.

Now, you can apply the same process in your teaching practice to teach your students how to peer assess. Here you can see the examples of peer assessment of presentations on the topic of healthy living in the 7th grade (age 13). Back then, in 2019, I taught my students to make an assessment form with several elements to be assessed (the same ones as in the assessment rubric) using Microsoft Forms. One student shared her/his form in the English language channel in Teams, few moments before she/he started her/his presentation, and her/his classmates assessed her/his performance following the given rubric by filling the form. Suggestion: give them a task for their homework to analyse their assessment results and to write a conclusion. Have them share their thoughts with you.

Note that in the assessment example (Figure 1) I prepared for my students to show them how it should have looked like, the element creativity was officially suggested then to be included. Nowadays, it cannot be one of the key elements to assess someone's work summatively. It can be only relevant if you assess that element formatively.

Figure 2 shows some students' answers. Note that those were the first attempts of their peer-assessment and today, after three years, they are much better, more seriously taken, and precise.

Figure 1

Figure 2

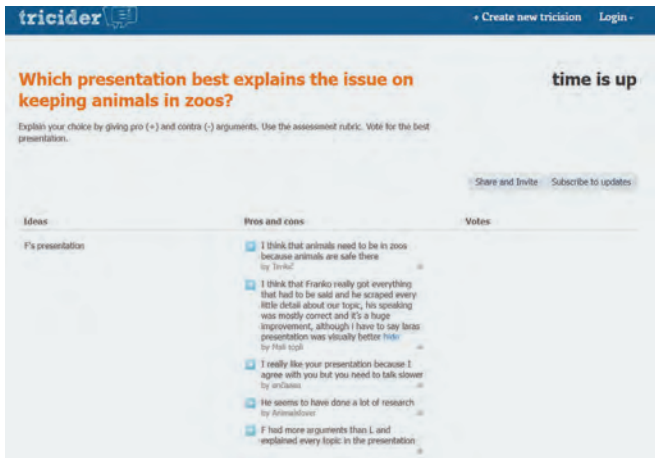


Figure 3



Figure 4

Today:

The following figures (Figs. 3, 4, and 5) there are screenshots of the online voting/assessing example, again done in the 7th grade. Students assessed two presentations, done by their classmates, on the opposing points, by following the given rubric and giving pro and contra arguments. At the end, they needed to vote for the best presentation. The online tool for brainstorming, voting, mini debating, I highly recommend is *Tricider* (<https://www.tricider.com/>). This way our students learn how to show a reasonable, objective and explained point of view, how important is to prove it by arguments and also how to vote.

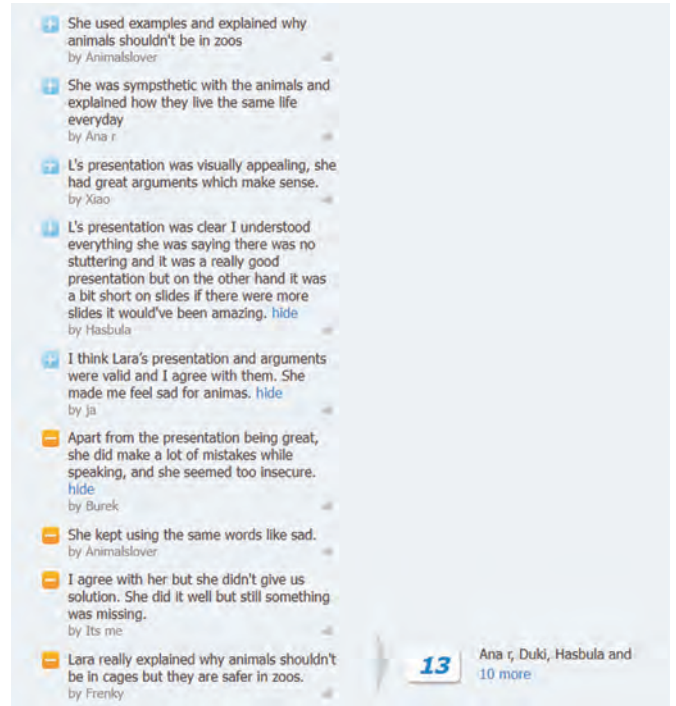


Figure 5

The assessment rubric:

Should we keep animals in zoos?				
Class: 7				
Assessed skill: speaking				
Outcome: Student makes a presentation on keeping animals in zoos according to the model and given assessing criteria.				
	3	2	1	0
Content	The topic has been clearly presented, examples are relevant. Information presented in a logical order, conclusion is clear and transitions are smooth and mild.	The topic has been mostly presented, and student shows his/her particularly good comprehension. Most information presented in a logical order, conclusion is clear, but transitions are sudden. There is more text than leading clues.	Some information is correct, but some do not refer to the topic. Student shows some comprehension. The concept and ideas are loosely connected, transitions missing, topic and conclusion not clear. Student mostly uses text which prevails. Leading clues are less present.	Students does not show his/her comprehension. Information is not relevant. The flow of the presentation is not clear, the concept and ideas disconnected, no logical order, topic not clear. A lot of text prevails.
Vocabulary (rare animals, protection, safe, medical treatment, natural environment, survive etc.)	Vocabulary fits the audience's language level, and it refers to the topic. Student uses a wide range of vocabulary and defines them in English.	Vocabulary fits the audience's language level, and it refers to the topic. Student uses one or two new words, but does not define them.	Vocabulary fits the audience's language level, and it refers to the topic, but student does not use any innovative words.	A lower range of vocabulary that is repeated.
Speech	Clear, confident speech without pronunciation mistakes. Speech has not been learned by heart. Student explains pictures and is lead by them to keep the speech structured. Student can answer the questions, and uses only clues or key words as leading points.	Clear, confident speech most of the time with some pronunciation mistakes. Speech is learned by heart to some point. There are some parts in speech that cannot be seen on the slides. A wider explanation missing. Student mostly answers the questions.	Speech is often not clear. Pronunciation mistakes can often be heard. Speech is mostly learned by heart. Most often there are some parts in speech that cannot be seen on the slides. A wider explanation missing. Student partly answers the questions.	Speech is not clear, and it is not possible to understand the point. There are a lot of pronunciation mistakes. Description and explanation missing. Student cannot answer the questions.
Grammar (could/should/shouldn't)	Student uses could/should/shouldn't correctly.	Students uses could/should/shouldn't mostly correctly.	Student uses could/should/shouldn't partly correctly.	Student uses could/should/shouldn't incorrectly.

Grading scale: 12-11 = 5 (excellent), 10 = 4 (very good), 9-8 = 3 (good), 7-6 = 2 (sufficient)

Figure 6

It is crucial to emphasize that only by determined and constant practising of peer assessment, visible improvements can be expected. The same can be applied to the individual assessment. There is no precise number of how many formative assessments should be done before our students' knowledge, work, and skills are summatively assessed, but logically we can conclude that there cannot be too many. As much as we strive to help our students understand how much and what they know, can or should do, that much our students become independent and self-confident learners.

The more confident learners we are, the more confident and competent students we have.

Creating a Safe Space for Students by Using the English Language

Barbara Čatar



I am a professor of English language and history. I have been teaching English in a primary school for a little more than five years now and have mostly worked with students from seventh to ninth grade. My goal as a teacher is to approach my students in a way that allows them to co-create their learning process and feel safe to express themselves. I want the English language to become a tool that students can use to enrich their identities and become confident in discussing difficult topics and their personal dilemmas in English.



Being a teacher is a mission. It is a life-changing occupation and the challenges you have to face in career are far beyond any imagination. However, being a teacher of English is what makes it easier for me. I have been teaching for a little less than five years now, so I still have a long way to go, but these years have contributed to my professional and personal growth – they have fundamentally changed the way I perceive the idea of teaching.

At the beginning of my career, I noticed that students today live in a different world from when I grew up. Therefore, I wanted to familiarize myself with their way of thinking and perceiving the world. I wanted to find a way to address difficult and sensitive topics, to discuss taboos and prejudices in my classroom.

I have been teaching older students mostly from seventh to ninth grade, students who are becoming young adults and who are in their most sensitive, inquisitive and thrilling years. I wanted to approach them by giving them an insight into life through my own experience. Mostly, I wanted to understand them, make them feel included in the educational process and create a safe environment, separate from home, where they can express themselves however they want and feel accepted and encouraged.

After completing my teaching practice, I was immediately assigned my own class, a group of twelve amazing young individuals. I found this role to be even more challenging in creating a safe environment. As such, I've made it my primary goal to allow the students to express themselves.

Teenagers nowadays experience a completely different life in comparison to what my generation, for example, has experienced. They are exposed to an uncontrollable amount of information on the internet and social media. They are extremely perceptive of every single bit of information they encounter. At this point in their lives, they do not yet possess the capability to comprehend the conse-

quences of long-term exposure to the infinite flow of information. Moreover, they cannot filter the information and are easily influenced and manipulated. They get a distorted image of what life should look like: how relationships (romantic or social) work, how intimacy develops and functions, where and how they should set their personal boundaries and mostly, how to express themselves in an efficient manner.

As a teacher dealing with teenagers, I found these things particularly disturbing and concerning, and I wanted to invent a way to guide them through some of the dilemmas of life. I started to feel strongly obliged to educate students on which information can benefit them and which can potentially be harmful. In order to do this, I had to come up with a way to approach them on their level: to get them to talk to me, to tell me how they perceive the world and what they struggle with and why.

Curiosity led me to an interesting discovery. That was the moment I realized that being a teacher of English gave me something that other colleagues teaching other subjects could never possess. This "revelation" occurred to me during one of the lessons in the eighth grade. It was a small group of eleven students; teenagers who were fourteen and fifteen years old. One of the girls was not her usual self and I casually encouraged her (in Slovene) to tell me what was troubling her. She was rather shy and I didn't expect her to tell me anything. She paused for a second and asked if she could tell me in English. She started talking, quietly and slowly at first, but then, the more she said, the louder she became. At one point, she was confidently expressing herself and communicating with me. I was in awe and after the lesson, I approached her, searching for an explanation of what had happened. She said that she sometimes talks in English to her friends, and that when she communicates in English, she becomes more open and confident. She said: "I can say more. I feel like I understand myself better. I feel like a new me."

The way I heard her talking, articulating and expressing herself in a foreign language, a language she was not nearly proficient enough in for me to assume she would ever be capable of such self-expression, changed my teaching practice. This led me to believe that the English language was a tool I could use to approach and understand my students more than any of my colleagues could ever do.

Due to the constant exposure to the English language, students can use it in their everyday lives and therefore create a separate identity in English. This identity enables them first and foremost to distance themselves from their identity in their mother tongue; secondly, they can express

emotions, thoughts, traumas and dilemmas that they otherwise could not in the mother tongue.

I also noticed that this girl was not the only student who preferred expressing herself in English. There were a lot of situations where I found students communicating with each other in English and I thought I could encourage them to do this with me as well. I decided to systematically approach the students in my class by addressing some topics in English. I chose topics that could be sensitive for the students, and I always started the debate in English. At first, I got little response, but the more I talked, the more interested and involved they became. Realizing that some of my students find it easier to express themselves in English led me to approach all sorts of sensitive topics, taboos and problems. Regardless of their level of proficiency, I kept encouraging them to talk in English and share their thoughts and feelings.

After more than a year, I have managed to establish an environment where students can express themselves freely and can feel safe and heard. Students in my class share their problems with me without being previously encouraged. We have covered a wide range of topics, from self-image and body image, relationships, difficult emotions and family drama, all the way to addictions and media influence. Our lessons start with me opening a topic in

English, presenting my points of view and my personal experiences. Afterwards, I allow my students to share their thoughts about the topic. Some do it in English, some do it in both languages and some do it in Slovene. For this to work, we try to listen and understand each other with patience and respect. I now see my students successfully expressing their emotions without the fear of being judged.

The English language has enabled me to create what I wanted: a safe and encouraging environment for students to express themselves. This was something that I always strove for. Addressing taboos, sensitive topics and discussing personal issues is something that students now do naturally with me. The amount of trust they show is truly remarkable. On countless occasions, students have confided their secrets and identity crises. They share their gender orientation, their doubts, their struggles, their fears and much more. With the use of English, I can approach my students on a level of mutual understanding and I can guide them through these early stages of becoming an adult. I can help them filter the information they receive every day on social media and I can offer them guidelines on how to build efficient boundaries in life. Each teacher of English possesses an amazing power, a power of language, within which many struggling young students can find refuge and safety.



GrammArt: A Playful Approach to Learning Grammar Through cRAfT

Joanna Duda and Maria Peristeri



Joanna Duda, a graduate of French philology (MA), did her PhD in English linguistics. A passionate lecturer and researcher with many years of undergraduate and postgraduate teaching experience at the University of Lodz. Author of academic articles and chapters on the process of acquiring a foreign language from the perspective of multilingual learners and their multilingual competence in the context of formal education. A high school English and French teacher. Her interests also include learning and teaching English as an element of integrated subjects at secondary level and classroom discourse.



Maria Peristeri has been teaching as an English language teacher since 2019. She is a graduate of National and Kapodestrian University of Athens and a CELTA holder. She has been a Teacher Assistant in a Multilingual School in Łódź (Poland). In 2021, she has presented in TESOL Greece with the title "Kindergarten and an English Language Teacher; The Meeting Point". She has also participated in IATEFL Poland by presenting ideas about Grammar through crafting. She works as a teacher in summer camps in Italy and Greece. Her passion is to teach very young learners.



Grammar is generally defined as the system of rules that people use in order to communicate in a specific language. However, when it comes to the classroom, the definition may alter slightly, as there is an extra factor that affects the way grammar is set. Actually, this factor is responsible for major changes in the learning and teaching process and it cannot be other than the learners themselves. Thus the questions arise: How restrictive is the definition of grammar in the process of teaching and learning a foreign language? How could the teacher overcome the limits that the definition of grammar poses? Is there a way to teach Grammar rules without teaching them? How far is the teacher allowed to go in terms of time limits and the coursebook?

According to Tomlinson, 'language use and language learning are inherently creative processes' and those features of creativity 'should at least be given some space in teaching materials' (2003:187). The idea is that the students should be encouraged to build a connection between what they have already experienced in the world (their knowledge of the world) and what they are trying to

learn in the classroom in order for them to welcome the new target grammar patterns and to eliminate the challenge of learning them by heart.

Every student learns in their own way and at their own pace. Thus, the teachers should opt for multiple ways of explaining and a variety of materials to use when they teach grammar. **What really matters is the way the learners' hands, eyes and ears are somehow actively employed in the grammar lesson. That is how the most important muscle of our body - the brain - is triggered and involved in the learning process. 'There is nothing in the mind, if it is not first touched with the hands and the senses', as a Greek quote suggests.** The key is to create such opportunities during the lesson that encourage specific sensory experiences that gradually lead to the abstract experience. Crafts is a simple way to exploit most students' senses as it involves stages like touching the materials, cutting them, writing on them, listening to a story about them and, eventually, associating them with specific grammar forms and rules. What students need is involvement and engagement. But the question is, how much involvement can we allow them to have in their learning. **In other words, by giving the learners power in the process, we give them access to knowledge that we want to pass on to them and take with them on the way home.** 'Such deeper processing of language acts as a memory aid' (Nemati, 2009:14-24; Schmitt, 2000).

As far as the materials are concerned, these are 'a new world language for the learners', as Pucci suggests (2021:1). It would be useful for the teachers to do their own research on the grammar topic that is about to be taught and think about which part of the learners' knowledge of the world could be associated with it; emphasizing the selection of appropriate materials, taking into consideration their age and level. During the lesson, the teacher should provide the learners with clear, specific and simple instructions in order for them to follow and complete the specific task. For the sake of time and classroom management, the teacher should provide a list of the materials and tools that will be used in the classroom for the specific lesson so that the students are equipped with the necessary items. What is also required is a model that the practitioner should have prepared beforehand in order to give the learners an idea of what their crafts should look like, in the end. According to Hedge (2000:164), there are three stages in teaching a grammar lesson: the presentation, the controlled practice and the freer practice stage. The demonstration of the craft by the tutors could be used either directly after or during the presentation stage when they present the form and meaning of a specific tense or aspect, while the students' actual crafting could be placed at the end of the lesson, for consolidation and a summary

of what they have taught in the specific session. However, the teachers are the ones that know their class best and they should feel free to critically make the decision of where in the lesson to place the craft-based activity. The following are some genuine examples of using craft to teach grammar at a pre-intermediate level.

Past Simple -

The Co-DiD Virus of our Classroom

This lesson focuses on the Past Simple form and, more specifically, on how to form the affirmative and question. The craft-based activity is inspired by the current pandemic situation and the students relate the auxiliary “did” to Co-Vid. At the end of the lesson, each and every student will have created their own “Co-did”, which is a virus that can seriously affect the health of specific suffixes. Those suffixes are the endings of verbs (-ed, -ied, -d) that go away every time they meet Co-did in the sentence. Therefore, the endings have a lockdown at home and cannot be used in questions (and negatives). Thus, the rule can be easily retrieved; when the Co-Did appears in the sentence, the endings disappear from the verb. The students are encouraged to create their own Co-Did and use their drawing skills to do so.

Present Perfect Simple -

The Grandmother with Alzheimer's

This activity aims to present the meaning and form of Present Perfect Simple. For our class, Present Perfect Simple is the name of a granny. This granny has characteristics inherited from both her mother and her father. The interesting thing though is her parents' names. Her father was called “Past” and her mother was named “Present”. Thus, Granny represents a combination of past and present. The problem is that this grandmother is too old to remember details, such as when something happened and specific dates. She suffers from Alzheimer's and she can only remember events without recalling the dates. She has many grandchildren but one of them always comes last because he is always late. His name? Yet. The students are invited to create their own grandmother using simple recyclable materials such as a cereal box and some markers. In the box, they also write the form. Later on, they practice telling us what the grandmother has done so far in her life by working in pairs or in groups.

References

- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Nemati, A. (2009). Memory, vocabulary learning strategies and long-term retention. *International Journal of Vocational and Technical Education*, ½, pages 14–24.
- Schmitt, N. (2000). *Vocabulary in language teaching*. New York, NY: Cambridge University Press.
- Pucci, R. (2021). *Dialogue with a sheet of paper*. <https://www.robertapuccilab.com/the-grammar-of-matter/dialogue-with-a-sheet-of-paper/>.
- Tomlinson, B. (2003). *Developing Materials for Language Teaching*. London: Continuum.



Learning a foreign language. What's the point?

Katarina Pinosa



I believe I was born to be a teacher. From teddy bears and classmates in primary school to boyfriends in high school and onwards, there has always been someone in my life for whom I have been a teacher. It was hard to pick the subject of my professional path, but I eventually decided to take on languages at the Faculty of Arts in Ljubljana. Nowadays, I teach English and German at a primary school. Of course, I also teach my preschooler at home and sometimes even my husband falls victim to my passion. When I'm done educating people around me, I spend my time reading books, gardening and planning our next family adventure.



There are moments in a person's life or career when they just stop and ask: What's the point? A moment like that happened to me not long ago. And although at first glance, it seemed to push me into a dark state of mind, it also gave me food for thought and, strangely, helped me find the motivation and love to carry on with what I do best, which is to educate young minds.

I am a mid-thirty-year-old woman with a much older soul. That's what I jokingly say about myself sometimes. This is why I love the feel and smell of real books in my hands, I go nowhere without a pen and a small piece of paper, my traditional mindset thrives when I work with children and explain things to them, use a blackboard and chalk, check their notebooks and encourage them to make posters and flashcards. It is not difficult to imagine my surprise when a somewhat older colleague of mine (who is not a language teacher) started telling me about their trip to China. He told me that he personally never liked learning English,



doesn't really know it very well and that he was really relieved when he found out that the people there knew not a word of English either. The point he was trying to make was that despite all that, he managed to get by just fine with what little knowledge he has. He even went to the local pharmacy and purchased some drugs he needed for his child, without the women there uttering a word of English! They all simply used an app on their phones that translates in real-time to and from whatever language you choose. And on top of that, he says, he also recently found out that online translation tools seem to be getting better and better every year.

And so I just sat there next to him, without uttering a word. What could I have said? If my pupils hear this story, they will surely ask me: "So what's the point of learning English?" And how can I answer? What can a language teacher do in face of this reality? What's the point of learning foreign languages if you have live translation apps, online translating tools and, of course, your hands and face to mimic whatever you need?

Needless to say, for a few days after this conversation, I was in a bad mood. I felt that everything I have been doing for the last 10 years is pointless, futile, without any value or impact. Thus I decided to challenge my pupils to see what they think. Do they think it's pointless to learn foreign languages? What does the next generation, our future so to speak, think about this?

I prepared two short anonymous questionnaires, one for my youngest (year 5) and the other for my oldest (year 9) pupils. I wanted to find out what they think about learning foreign languages. Do they like it? Do they think it is useful? What do they think the future of foreign language learning will be like?

Children from year 5 mostly (still) like learning foreign languages and are excited about it. They especially surprised me with their response to the second question, which was about the usefulness and purpose of foreign language learning. They said that you need a foreign language when you go abroad, when you talk to strangers, if you want to make new friends, and that some jobs require a knowledge of at least one foreign language. They also very smartly pointed out that you need a foreign language to be able to use certain apps and to understand the instructions for programmes or machines. Some of them said that you can read books in foreign languages and that you will be more successful when playing computer games. Some answers even exceeded my own expectations by a long way, as when one girl said that when you learn a specific foreign language, you are able to see that people from other countries live differently from us and that they use, play, wear and eat different things than we do. And another girl wrote that she likes to show off in front of her parents with her knowledge and writes her diary in English so that no one in her family can understand it! Needless to say, I was thrilled.

Teenagers from year 9 were given a slightly different set of questions, focusing more on the purpose and future of foreign language learning in light of all the technology available to us. When they were asked why they think it is a good idea to learn a foreign language, their answers cov-

ered three main ideas: "I don't know" or "Because I have to" was the first line of thought. The second group of answers was about communication, travel, meeting new people and other related ideas. The third group of answers was miscellaneous: one pupil wants to have her own company and business partners from abroad, which I found very far-sighted for a 13-year-old; another pupil gave an even more surprising answer, which was that generations to come should be better and better educated because the global problems facing humanity are complicated and need smart people to solve them. Wow, now that was something I was definitely not expecting to read!

When asked the second question, which was about the future of foreign language learning, most of them were quite optimistic. They believe that it is necessary and will not change in the foreseeable future despite the technology available to us. They said that the real knowledge you have is just different from using an app. They think that when you can speak a foreign language, you understand more than just words – you can really talk to other people. They say that we cannot really trust technology since it still makes a lot of mistakes and is not always there when you need it. For whatever reason, it is just not always available.

To sum it all up, I was pleased and satisfied with their answers. This little research project I conducted lets me see that my pupils, albeit young, have some wisdom to share. And above all, their answers not only gave me motivation for what I do but also food for thought on how I can be even better at what I do. And last but not least, the next time someone challenges me with what the point of learning foreign languages is, I will have some answers up my sleeve to share. And I hope my readers will, too.

ANKETA y9

1. a Katere tuje jezike se učiš? Zakaj?
.....
- 1.b Ali se rad učiš tujih jezikov? Zakaj ja/ne?
.....
2. a Zakaj misliš, da je koristno (pametno, smiselno), da se učimo tuje jezike? Kakšno je tvoje mnenje?
.....
2. b Glede na vse pripomočke, ki so nam na voljo (prevajalniki in aplikacije za prevajanje v živo), kakšna misliš, da je prihodnost učenja tujih jezikov? Je to sploh potrebno?
.....

Belgrade calling 2020 and 2021 or do you want to attend the most well-organised conference »in the region«

Nada Đukić



Nada Đukić studied Slovenian, English, and Croatian-Serbian-Macedonian at the University of Ljubljana. She is a professor of Slovenian. In her teaching career of 25+ years, she has dealt with elementary, secondary, university, and adult students. She regularly speaks at international teaching conferences and regularly contributes articles in well-known teacher-training publications.

It was a pity not to have been able to attend the ELTA Conference in Belgrade – one of the most vibrant capitals that I know. Nevertheless, I enjoyed the experience anyway. I attended the online conference as a Slovenian representative first in 2020, and I was really impressed by the fact that the presenters were so to the point, their presentations really hands-on and practical. As I was so satisfied with the organisation of that conference, I decided to attend it as a speaker the following year. And then, I discovered what the secret was behind such a great performance. Namely, each of the presenters had to hand in a detailed plan of their presentation according to some key areas that needed to be covered precisely.

The aim of my workshop was to empower teachers so that they could rely on their resourcefulness and resilience. Online schooling and COVID-19 crisis proved to be extremely challenging for teachers as well. Our starting point would be to discover the importance of self-awareness. By using a three-step coaching technique, we would get to know two ways to cope with bad stress. In our communities, we teachers are perceived as leaders. We would find out three things that people want from the leaders that they follow. We would also discuss how to set goals and targets that pull us forward.

Focus on teachers' wellbeing during online schooling and COVID-19 crisis

Probably the focus on the teachers' wellbeing should be present there all the time, but in this case, it became even more extreme in terms of all the needs that should have been met and that probably had not been.

I decided to talk first about my experience regarding the differences between the first and the second phase of the

COVID crisis situation. So, when this crisis hit first in March 2020, at that time, to be honest, I was very proud of myself. Well, why would I be proud of myself? Because I found out that I could manage all, the technical part of distant teaching and I could use all my previous knowledge and even maybe at times organise my teaching or structure my materials etc. better. And being an introvert, it was really nice for me to be at home, and not be bothered by all other people's needs. But that was just a temporary thing at that time. That was the first phase. But then, in 2021, it became much worse because it was not so much about the technical part, or the part of being able to teach online even, but it became difficult, I would say, in the psychological sense. We could not see, as they say, the light at the end of the tunnel. And then, I realised that it is not really only important how you do it (all the methods, techniques, apps that could make your teaching easier), but your wellbeing in general as well – how you respond to what is going on and also what you do about it. The physical aspect was also really difficult because of all the sitting that was involved there.

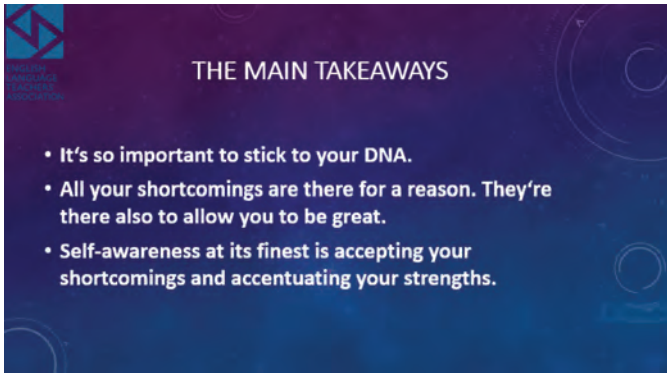
With teenagers, it was quite difficult because they tended to lose interest, as they needed much more support. But it was interesting with adults. It was different with them because they had more time at their disposal, and they could then, if they did not work, devote it to their part-time learning. So, with them, there was a lot of work. But in general, it was really hectic.

And then, I needed to help myself, so I turned to some kind of self-help, the source of inspiration or support or motivation. I turned to the business world. Why? For them, it is normal to have challenges all the time and to thrive while they have them. In our context, we are supposed to provide for our students some kind of nurturing context, some kind of stability, some kind of care and safety, in a way. And then, all of a sudden, we were just thrown into something completely different.

I chose four people from the business world who really helped me, so that I could cope with everything and anything, also in that more emotional or psychological sense because it became really tough. I did not know what to do anymore, how to just keep going and keep going without being stressed out.

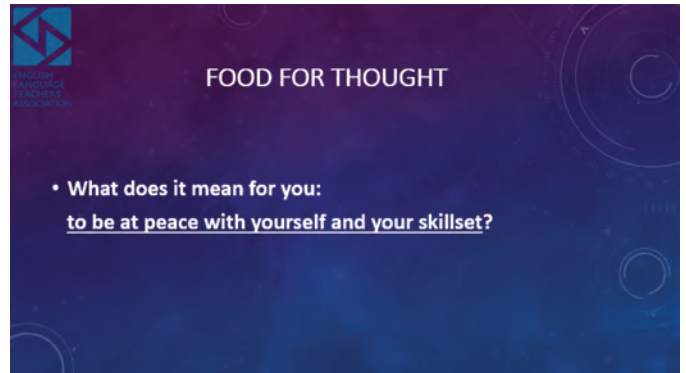
GARY VAYNERCHUK – SELF-AWARENESS: KNOW YOURSELF

(See: <https://youtu.be/Kn6E7yGxspQ>)



THE MAIN TAKEAWAYS

- It's so important to stick to your DNA.
- All your shortcomings are there for a reason. They're there also to allow you to be great.
- Self-awareness at its finest is accepting your shortcomings and accentuating your strengths.

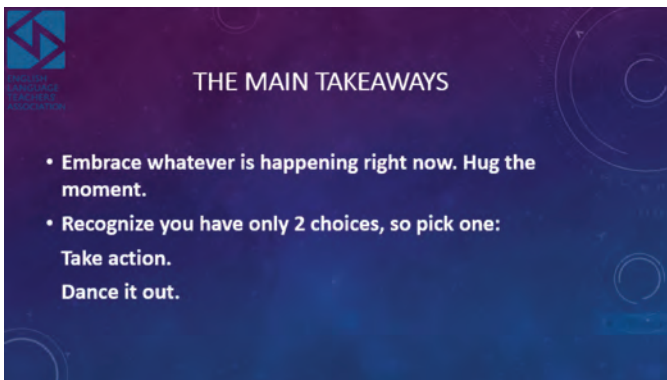


FOOD FOR THOUGHT

- What does it mean for you: to be at peace with yourself and your skillset?

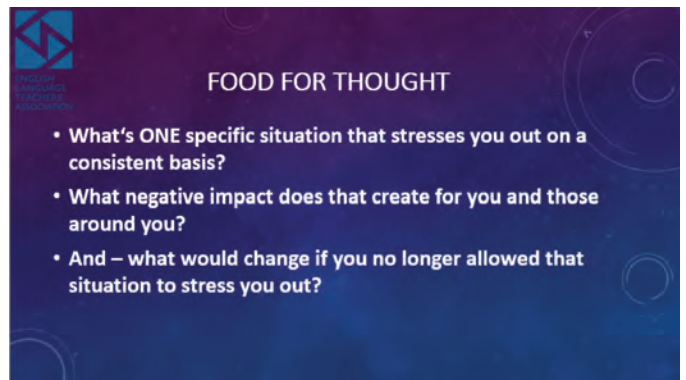
MARIE FORLEO – 2 WAYS TO STOP STRESSING YOURSELF OUT

(See: <https://www.marieforleo.com/blog/stress>)



THE MAIN TAKEAWAYS

- Embrace whatever is happening right now. Hug the moment.
- Recognize you have only 2 choices, so pick one:
Take action.
Dance it out.

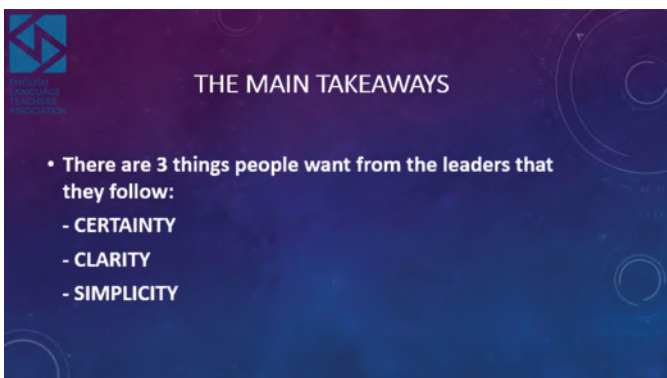


FOOD FOR THOUGHT

- What's ONE specific situation that stresses you out on a consistent basis?
- What negative impact does that create for you and those around you?
- And – what would change if you no longer allowed that situation to stress you out?

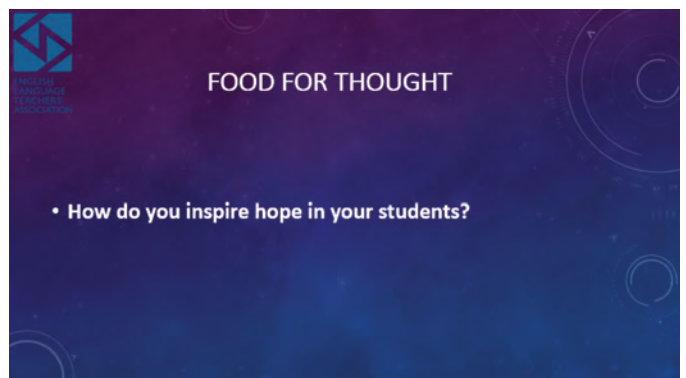
DARREN HARDY – LEADERSHIP THROUGH THE COVID-19 CRISIS

(See: <https://go.darrenhardy.com/go-leadership-through-covid-19/>)



THE MAIN TAKEAWAYS

- There are 3 things people want from the leaders that they follow:
 - CERTAINTY
 - CLARITY
 - SIMPLICITY

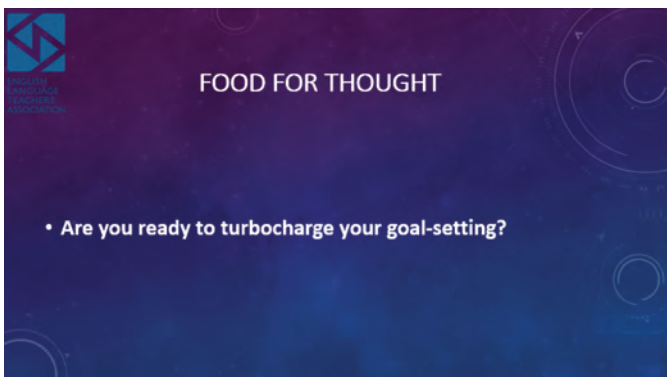


FOOD FOR THOUGHT

- How do you inspire hope in your students?

GRANT CARDONE – SETTING GOALS AND TARGETS

(See: <https://www.youtube.com/watch?app=desktop&v=W1C8K02Kmq5>)



FOOD FOR THOUGHT

- Are you ready to turbocharge your goal-setting?

Training and Cooperation Activities in Alesund, Norway

Lidija Strmšek Pisanec



I teach English at Anton Aškerc Velenje primary school. Besides teaching English, my passion has always been traveling, meeting new people and learning about different cultures and countries. When time permits, I also enjoy baking, spending time with my girls and taking long walks around the countryside.



I am quite sure that most teachers not only in Slovenia but all across Europe know or have at least heard about the Erasmus+ programme, the European Union's programme to support education, training, youth and sport in Europe (see Erasmus+). But what is perhaps not as commonly known is that Erasmus+ also includes contact seminars. They are called TCA (Training and Cooperation Activities). Contact seminars are a great way to meet potential partners for planning international projects and collaborating with different schools, their teachers and students. Attending a TCA is a unique opportunity to find people from across Europe for future cooperation in different international projects. In Slovenia, teachers and educators apply to our Slovenian National Agency (NA) CMEPIUS (<https://www.cmepius.si/>).

There, we can find all the information about future TCA seminars. When you find one that you like and would like to attend, you simply fill in the application and send it to the NA. After that, it is out of your hands since your application is evaluated and the evaluation then determines who was successful enough to get a spot at the TCA. I consider myself extremely lucky to be one of the two participants representing Slovenia to be chosen for the TCA in Alesund, Norway from 31st May to 3rd June 2022. The TCA was all about Climate, environment and sustainability with a focus mostly on children aged 1 to 9.



The preparations started as soon as I received the news. I started researching about Norway, particularly about the Alesund area. Alesund is considered to be one of the most beautiful Norwegian cities – and rightfully so. It really is breathtaking. After the fire in 1904, which practically destroyed the entire city, it had to be completely rebuilt. They did so by using the specific Art Nouveau style which complements the city perfectly. Being able to travel to Norway a couple of days prior to the beginning of the seminar gave me an amazing chance to see and experience a little bit of Norway outside the seminar room.

Arriving in Norway was a special experience in itself. Not only was it freezing cold and rainy, but it was also still light. At 11pm! Eventually, you get used to closing the curtains when you go to sleep and taking your winter jacket and umbrella with you every time you leave your accommodation. Alesund is surrounded by numerous islands that visitors can reach by using a ferry, a bridge or through an underwater tunnel which is something completely normal in this area.

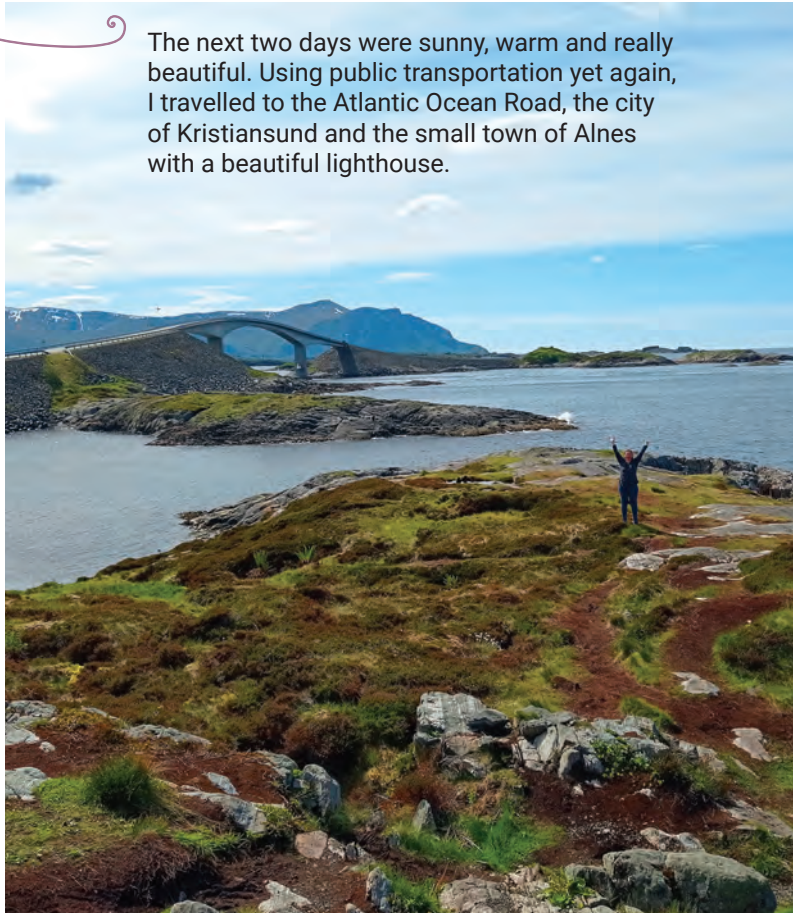
Going to Norway and not visiting at least one of the numerous fjords is out of the question. With the help of the website https://travellikethelocals.treksoft.com/en_GB/alesund I used public transport and visited the Geiranger fjord in all its beauty.



Atlantic Ocean Road



The next two days were sunny, warm and really beautiful. Using public transportation yet again, I travelled to the Atlantic Ocean Road, the city of Kristiansund and the small town of Alnes with a beautiful lighthouse.



Kristiansund



Alnes and the lighthouse



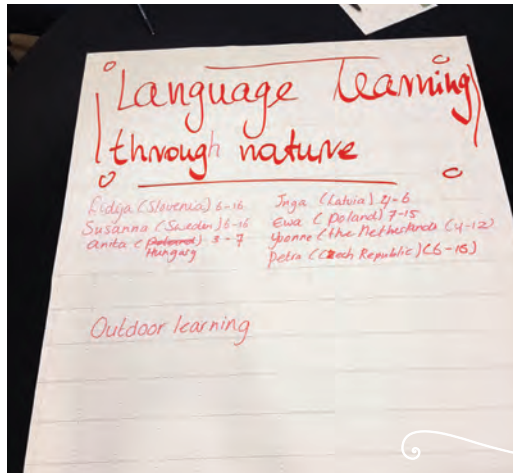
But the main reason I went to Norway was for the TCA, and it was time to start. There were 43 participants from 12 different countries and additional 9 members from various National Agencies. The participants were kindergarten, pre-school and school teachers of different profiles. The seminar started very promisingly with doing rather than just listening, as we were actively involved in numerous activities to simply break the ice and get to know one another. This was efficient and fun at the same time.



The seminar met all my expectations and more. First, we learned more about the Erasmus+ programme, where KA2 was presented in more detail than other key actions, as one of the aims of the seminar was also how to start a small-scale partnership (KA210). After that, we learned something about the Norwegian educational system.

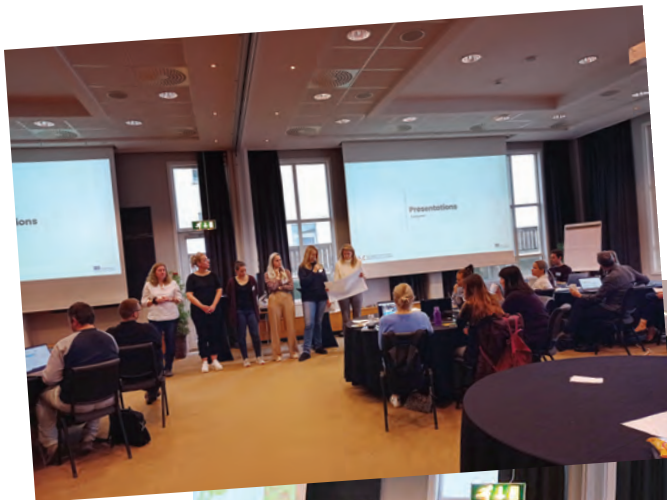
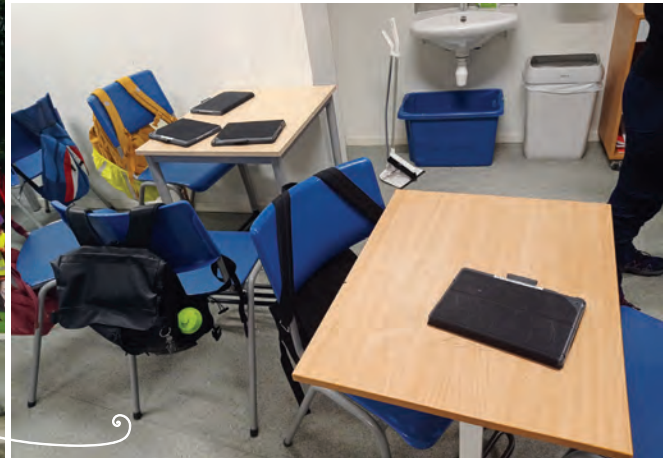


There was the presentation and discussion about sustainability which was the main focus of the seminar. The NA staff from different countries presented us some good practice examples of Erasmus+ KA210 projects and particularly made us consider some very important aspects when writing or creating a project. The active participation included group work and already starting a real future project that involved sustainability.



What I found particularly valuable and special was the opportunity to visit an actual school in Norway. At Langevag school near Alesund, there are about 560 students from grade 1 to 7 and about 45 teachers. The students are 6 to 12 years old and they have two 30-minute breaks, which they always spend outdoors – no matter the weather. The Norwegians say that there is no such thing as bad weather, there is just improper clothing. We visited some classrooms and spoke to the students, who were eager to share their experiences and their ability to speak English. Every student has their own iPad. Currently, they do not use course books or workbooks as they are outdated, but they occasionally use notebooks for some practice work. The classrooms are well-equipped with smart boards, and other rooms at the school include all the necessary equipment and tools for the lessons to be carried out properly.

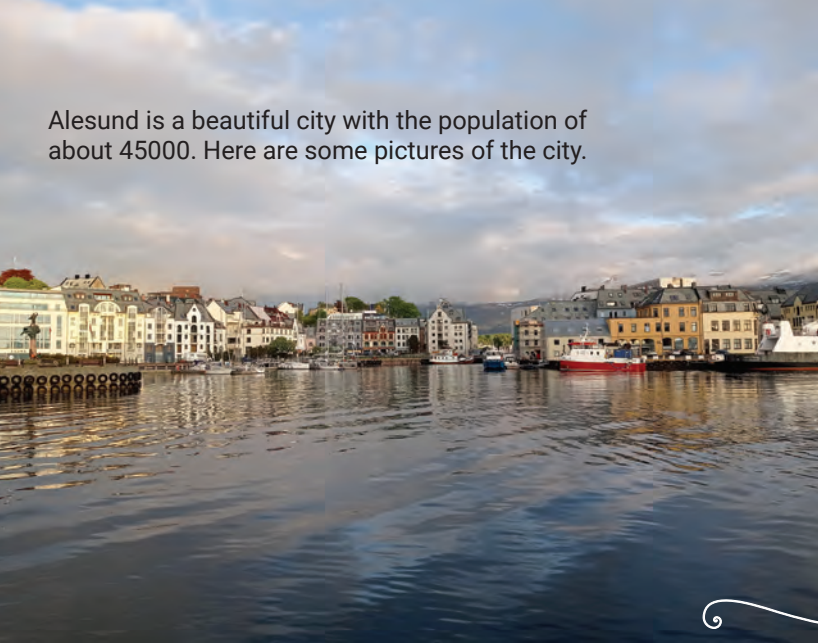




The seminar finished with projects presentations and soon after we parted filled with enthusiasm, fresh ideas, new international acquaintances and future projects partners. It truly was an unforgettable experience which I believe every teacher should try.



Alesund is a beautiful city with the population of about 45000. Here are some pictures of the city.



It was very unusual for me to see that there really was no real darkness, not even after the sunset at about 11.10 pm. The picture below was taken around midnight.



The Norwegian experience for me was something I can not really describe with words. Being there felt surreal, and I needed to remind myself that it was actually happening. People are often afraid of the unknown, and those fears keep us from even trying new things. I was no exception when I applied for the seminar but once those first steps were made and I received the news that I had been accepted for the TCA, all the original fears of the unknown I might have had were gone. These seminars truly are a wonderful way to meet the people you need for future international cooperation, gaining invaluable experiences, new knowledge, and ultimately learn a lot about yourself.

Reference

- Erasmus+. <https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>

Clay modelling workshop

On May 28, 2022, IATEFL Slovenia organised a free workshop on modelling with clay led by Petra Markič, who runs her business under the name Zgodbe iz gline. The workshop was all about touching, feeling, shaping, sculpting and painting clay. We rolled, pressed, kneaded, tapped and shaped the soft clay, enjoying the naturally relaxing quality of the material. Everyone created a unique product to take home, and everyone agreed that this kind of workshop should definitely be repeated.

Alenka

After several scorches, you then suddenly wake up on a rainy Saturday morning clueless what to do on this bleak day. Only to realise that today is the day for clay modelling! Hence, I sang: rain rain rain go away, IATEFL members want to clay On top of all I got the opportunity to spend time with the amazing IATEFL Slovenia board ladies. Great experience, fabulous company! Definitely to be repeated.

Tanja

Another rainy Saturday in May ended up being exactly what the doctor ordered to get our creative mojos going. Although there have been many rainy Saturdays, and many that are certain to come, the last one in May was special, because IATEFL Slovenia held a Saturday workshop for its members. This wasn't another lecture or seminar, but a highly creative and relaxing workshop where we got to play with clay.

There is something to be said about working with clay. It seems as if the material comes to life in your hands and has a mind of its own. Its gooey exterior holds unbelievable strength and working with it seems almost therapeutic. The soft sound of acoustic music playing in the background takes you into a Zen-like state in which you cannot but begin to relax. We ended up spending several hours playing with this amazing material, creating bowls that reflected our creative vision.

Although at the beginning of that Saturday I thought the best way of spending a rainy weekend would be on a couch with a good book and a cup of coffee, I found a better way. Playing with clay and making your own cup (or bowl) of coffee.

Barbara

Being a teacher can be stressful at times, especially at the end of the school year. Every year, IATEFL Slovenia organizes a few events that have little to do with teaching and are more a way to experience something new and relieving some stress. On a rainy Saturday morning at the end of May, we met for a workshop by Zgodbe iz gline to work with clay.

We were all given a similar piece of clay, the same instructions, tools and time. We all decided to make a bowl.

I was pleasantly surprised at how satisfying it was to work with clay, and all of our bowls were similar and yet not the same.

In some ways, this reminds me a lot of teaching. At university we learn how to teach (instructions), at school we are given books with which to teach (tools), and in some ways we can think of the students as clay with which we work. And the results are quite different.

Nataša





Zgodbe iz gline: <https://zgodbeizgline.si/>

An interview with ...

Barbara Lukač Patarčec, the new IATEFL Slovenia President



Barbara Lukač Patarčec is currently working as an English teacher at Šmartno Primary School in Šmartno pri Litiji. She has worked as a mentor and coordinator in various projects for Erasmus+. For the past two years she has been part of IATEFL Slovenia, coordinating competitions for 8th and 6th grade. Multitasking is her middle name, and when she is not working, she devotes her time to her family and her favourite hobby – reading.



Teaching is ...

a lifelong learning process.

Who is your professional inspiration and why?

To be honest, I don't really know. I just observe everyone and pick out what suits me best. I'm not a fan of limiting myself to just one idea or one person. We all have positive and negative traits, so I take what I need at the moment I need something. In general, though, my work ethic comes from my mom and sisters. 🥰

Most memorable teaching experience?

I'm still waiting for it to happen. I refuse to believe my most memorable teaching moment has already happened.

When are you most productive?

I'm an absolute night owl. So night time is the best time of the day for me to do anything.

What would you say has been your biggest career challenge?

My biggest challenge is coping with the slowness of our educational system to implement changes.

Would you rather be besties with Charles Bukowski or William Shakespeare?

William Shakespeare. If for no other reason than to discover his true identity. 😄

What advice would you give to your young self in terms of teaching?

Don't start taking things too seriously. School has to be fun in order for it to work, so have fun with it.

Favourite English word?

Bumblebee.

Paper book or e-book?

The smell of the paper book but the convenience of the e-book. I cannot choose because they are equal in my mind. Also, I don't have enough space in my house for the amount of books I read. So it's both. But if I love a book in e-form I always buy it in paper as well.

Tea or coffee?

Is there really a choice? Coffee FTW. 😊

Words to live by ...

This too shall pass.

IATEFL Slovenia Team



Sandra Vida
Vice President

She associates herself with the words tribe, care and conferencing.



Barbara Lukač Patarčec
President

She describes herself as creative, hardworking and emotional.



Alenka Tratnik
IN Editor

She describes herself as orderly, tenacious and intuitive.



Petra Vaš
*7th Grade Primary School
Competition Coordinator*

She describes herself as ambitious, organized and creative.



Špela Skubic
Public Relations

She describes herself as determined, organized and cheerful.



Patricija Frlež
Primary School

She describes herself as curious, creative and committed.



Ana Geček
*6th Grade Primary School
Competition Coordinator*

She describes herself as organized, adventurous and reliable.



Jasna Šebez
*2nd year Secondary School
Competition Coordinator*

She describes herself as (com)passionate, curious and ever-learning.



Marija Sedmak
*3rd year Secondary School
Competition Coordinator*

She is creative, loves travelling, and hunting for new tastes and spots to discover.



Polona Šivec
Treasurer

She describes herself as active, well-organized and determined.



Rebecca Svetina
Secretary

She says she's an educator, designer, and mom.

Lesson plan

Writing by numbers

Aims

The activity described in this lesson plan aims to familiarise the students with the concepts of **coherence and cohesion**. It is suitable for students at **upper-intermediate** and **advanced** levels, and it also takes into account the need to expand the students' **vocabularies** and provide them with a **real context for writing**.

This activity is not limited to any particular genre of writing; the students could write anything, from a story, to a poem, to a piece of conversation. The main point is that they will be practising coherence and cohesion and learning how to write, based on a specific context. Once they understand the notion of context, the students should be able to match the genre they are writing with the appropriate vocabulary.

Procedure

- First, review the meaning of the words you intend to use in the activity. Also, introduce and explain the different types of conjunctions. It is a good idea to write examples from each category on the board in different colours. To save time, the explanations of the different types of conjunctions and the teaching of new vocabulary can be done in a previous session, but they should be reviewed before the activity to activate the students' memories.
- Divide the students into groups, preferably including students with different levels of proficiency in each group.
- Ask each group to choose a group name and write their choices on the board.
- Invite each group to choose a two-digit number, a three-digit number and a four-digit number from 1 to 9, and making sure that each number is used at least once. This will ensure that the students use all the target words.
- Draw a table with nine vertical columns and two horizontal rows on the boards. Write the numbers from 1 to 9 in the first row and your target words in the second row (see below). Make sure you don't draw the table until after the students have finished selecting their numbers, to ensure that all their selections are based on chance. This adds to the challenge of the activity and ensures that a greater variety of words is used. If you have more than nine target words, you can draw more than one table; if there are fewer than nine target words, words learnt in previous lesson can be used to complete the table.

- Ask each group to find the words in the table that correspond to the numbers they chose. They have to make sentences using these words. For example, if one group has selected 29, 637 and 1485, they first have to make one or more meaningful sentences with *languish* and *enhance*, then with *eminent*, *composedly* and *scrap*, and lastly with *performance*, *progenitor*, *legitimate* and *latitude*. There is no limit to the number of sentences they write and these can be in any genre of writing: a short story, lines from a conversation, a joke, a poem, etc.
- The main aim is to give students practice in making meaningful and rational connections between different concepts in a specific context, so these principles should be clarified before they begin writing. Encourage the students to use different types of conjunctions, and explain that one point will be awarded for using conjunctions accurately and another point for creating meaningful sentences. At the end of the activity, the group with the most points will be the winner.
- Before they begin, each group should discuss the task, decide what to write about and then write it down. Give guidance where necessary.
- When all the groups have finished writing, get each group to read their sentences aloud, and invite the whole class to discuss their meaningfulness and the use of conjunctions. After this evaluation, allocate points to each group whose sentences were meaningful, and put a star sign next to the group's name on the board. Do the same for accurate use of conjunctions. You might like to dispel the myth of 'the more the better' in the use of conjunctions by allotting points only to appropriate and accurate usage. If you notice that specific types of conjunctions have not been used well, take the opportunity to do some remedial teaching at this stage.
- Involve the whole class in a discussion about pieces of writing, the use of the target vocabulary and the various conjunctions. Also encourage a personal response to the activity by asking questions such as: *Which group's sentences did you find most interesting? Why? Which conjunctions would you like to have used but you didn't know how? What conjunctions could be used instead of the ones your classmates used in their writing?*
- Briefly review the students' ideas after the discussion.

Note

This activity can be used to promote the use of other cohesive devices apart from conjunctions. You might want to use it to practise reference, ellipsis, substitution and lexical cohesion, which students will also need to learn in order to produce successful written texts.

1	2	3	4	5	6	7	8	9
performance	languish	composedly	progenitor	latitude	eminent	scrap	legitimate	enhance

The activity was designed by **Susan Baleghizadeh** and **Maryam Shakouri** and was first published in *English Teaching Professional*, March 2015.



Do you have ideas you'd like to share with colleagues? Activities, tips, techniques, simple or sophisticated, tried or innovative, something that has worked well for you, write to alenka.tratnik@iatefl.si

Learning activities

A spread of tested ideas, suggestions, tips and techniques to use in any classroom. Try them out for yourself and send us your own contributions.

Lexical lions

This is a variant of the classic 'Sleeping lions' game which can be used as a warmer or filler to revise vocabulary from topics you have studied so far on the course, as well as working on young learners' listening skills. It's fun and requires zero preparation or paperwork.

1. Explain that the whole class will be lions, and that you will be the lion tamer. Use images to support the concept of lion tamer if necessary.
2. Tell the students that the lion tamer can keep all the lions asleep as long as he or she can keep saying words that 'go together' (e.g., strawberry, banana, apple, kiwi). However, if the lion tamer says a word that doesn't match (e.g., monkey), all the lions must wake up and ROAR. Try to give a great roar when you say this!
3. Tell the learners to 'go to sleep' on their desks, and start with a basic lexical set. Use a soft, musical voice. Be quite quiet: the children will love to listen carefully for when they can ROAR at you.
4. Once they fully understand the game, nominate stronger students to take the role of lion tamer, and assign lexical sets to use, e.g., sports, school subjects, etc. After they've had a few rounds, make them choose the next lion tamer.
5. To add a competitive element, you can count how many words different tamers can say before they run out of ideas and have to wake the lions.

Synonym dictation

This form of dictation is a great way to find out about your students' existing vocabulary and spelling, to practise intensive listening skills, and to introduce new lexis in context.

1. Tell your students that you are going to dictate a short text. Read the text slowly enough so that they are able to note down every word.
2. Once all the students have the whole text recorded, tell them that they are going to hear the text again, this time read more quickly, and with some alterations. On the second hearing, they must listen and underline the words that have been changed.
3. Read out the text again at a more natural speed. On this second reading, instead of dictation the exact words the students have written, replaced one word in each line by a synonym.
4. Ask the students to work in pairs and to try to remember the words that were read out on the second hearing. Points can be awarded to make this activity competitive, although usually the challenge of recalling the new words is enough to keep students engaged.
5. For feedback, elicit the list of underlined words (in order) and put them on the board. Check with the students what kind of word they were replaced by (their synonyms). Then elicit the students' answers and put them in a second list opposite. How many of the new words did they hear correctly? How many of the synonyms are words they had never heard before?

Extension

For a fun extension to practise the new lexis, the students can attempt to retell the text to their partner from memory, using one of the two lists from the board.



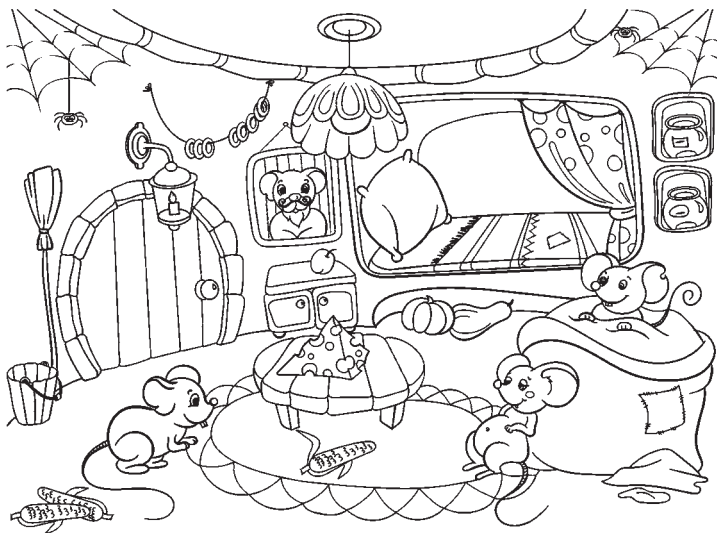
The two activities were shared with us at the 2008 Pilgrims Teacher Training course by **Rose Aylett** and **Laura McWilliams**.

Reading for pleasure

Five Stories by Lydia Davis

The Mice

Mice live in our walls but do not trouble our kitchen. We are pleased but cannot understand why they do not come into our kitchen where we have traps set, as they come into the kitchens of our neighbors. Although we are pleased, we are also upset, because the mice behave as though there were something wrong with our kitchen. What makes this even more puzzling is that our house is much less tidy than the houses of our neighbors. There is more food lying about in our kitchen, more crumbs on the counters and filthy scraps of onion kicked against the base of the cabinets. In fact, there is so much loose food in the kitchen I can only think the mice themselves are defeated by it. In a tidy kitchen, it is a challenge for them to find enough food night after night to survive until spring. They patiently hunt and nibble hour after hour until they are satisfied. In our kitchen, however, they are faced with something so out of proportion to their experience that they cannot deal with it. They might venture out a few steps, but soon the overwhelming sights and smells drive them back into their holes, uncomfortable and embarrassed at not being able to scavenge as they should.



Odd Behavior

You see how circumstances are to blame. I am not really an odd person if I put more and more small pieces of shredded kleenex in my ears and tie a scarf around my head: when I lived alone I had all the silence I needed.

The Outing

An outburst of anger near the road, a refusal to speak on the path, a silence in the pine woods, a silence across the old railroad bridge, an attempt to be friendly in the water, a refusal to end the argument on the flat stones, a cry of anger on the steep bank of dirt, a weeping among the bushes.

Fear

Nearly every morning, a certain woman in our community comes running out of her house with her face white and her overcoat flapping wildly. She cries out, "Emergency, emergency," and one of us runs to her and holds her until her fears are calmed. We know she is making it up; nothing has really happened to her. But we understand, because there is hardly one of us who has not been moved at some time to do just what she has done, and every time, it has taken all our strength, and even the strength of our friends and families too, to quiet us.

Lost things

They are lost, but also not lost but somewhere in the world. Most of them are small, though two are larger, one a coat and one a dog. Of the small things, one is a certain ring, one a certain button. They are lost from me and where I am, but they are also not gone. They are somewhere else, and they are there to someone else, it may be. But if not there to someone else, the ring is, still, not lost to itself, but there, only not where I am, and the button, too, there, still, only not where I am.

Source

- <https://jerrywbrown.com/wp-content/uploads/2014/02/Five-Stories-by-Lydia-Davis.pdf>

Poets' corner

to feed your soul

In Mrs Tilscher's Class

by Carol Ann Duffy

You could travel up the Blue Nile
with your finger, tracing the route
while Mrs Tilscher chanted the scenery.
Tana. Ethiopia. Khartoum. Aswân.
That for an hour, then a skittle of milk
and the chalky Pyramids rubbed into dust.
A window opened with a long pole.
The laugh of a bell swung by a running child.

This was better than home. Enthralling books.
The classroom glowed like a sweet shop.
Sugar paper. Coloured shapes. Brady and Hindley
faded, like the faint, uneasy smudge of a mistake.
Mrs Tilscher loved you. Some mornings, you found
she'd left a good gold star by your name.
The scent of a pencil slowly, carefully, shaved.
A xylophone's nonsense heard from another form.

Over the Easter term, the inky tadpoles changed
from commas into exclamation marks. Three frogs
hopped in the playground, freed by a dunce,
followed by a line of kids, jumping and croaking
away from the lunch queue. A rough boy
told you how you were born. You kicked him, but stared
at your parents, appalled, when you got back home.

That feverish July, the air tasted of electricity.
A tangible alarm made you always untidy, hot,
fractious under the heavy, sexy sky. You asked her
how you were born and Mrs Tilscher smiled,
then turned away. Reports were handed out.
You ran through the gates, impatient to be grown,
as the sky split open into a thunderstorm.

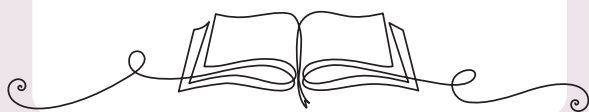


From *The Other Country* (Picador, 1990).

Between the covers

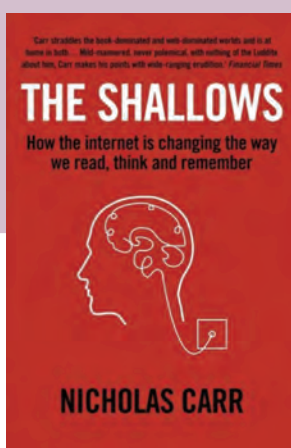
“If you are going to get anywhere in life, you have to read a lot of books.”

Roald Dahl



A book is like a friend who never leaves you. It is packed with knowledge, new information, insights into life lessons, helpful advice, friendships and hardships, love and fear, and much more. In this feature you will find recommendations and reviews that will take you on a journey into the pleasures of books and reading. And on that journey, you can explore new territories, learn new things, and expand your horizons. Find your next favourite book here and let us know what you are reading or what titles you have enjoyed reading so far.

Uncover your next favourite read and send us your book recommendations.



The Shallows: How the internet is changing the way we read, think and remember

by Nicholas Carr

Published 2010, pages: 276.

London: Atlantic Books.

About the book

As we enjoy the Internet's bounties, are we sacrificing our ability to read and think deeply? In other words, is Google making us stupid? This is probably one of the most important debates of our time and is addressed in this book. Although *The Shallows* was published in 2010, it is a very timely and immensely important book. It reminds us how much ubiquitous technology and the Internet have interfered with our daily lives and can actually affect the brain. Carr draws on the latest research to show that the Net is literally rewiring our brains, inducing only a superficial understanding and leaving us

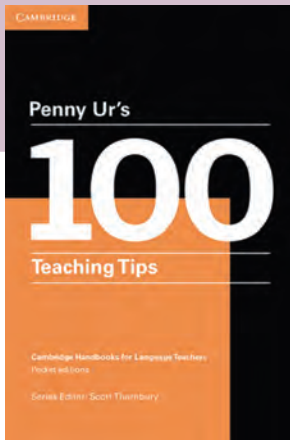
more ignorant than we were before, which is the opposite of what the Internet was supposed to achieve. As a result, there are profound changes in the way we live and communicate, remember and socialise. By moving from the depths of thought to the shallows of distraction, the Internet actually seems to foster ignorance.

Absorbing, insightful and well worth reading, *The Shallows* is my favourite book about the damaging effects of the Internet on the mind.

An excerpt from the book

(The vital paths, p. 33)

Another experiment, conducted by Pascual-Leone when he was a researcher at the National Institute of Health, provides even more remarkable evidence of the way our patterns of thought affect the anatomy of our brains. Pascual-Leone recruited people who had no experience playing a piano, and he taught them how to play a simple melody consisting of a short series of notes. He then split the participants into two groups. He had the members of one group practice the melody on a keyboard for two hours a day over the next five days. He had the members of the other group sit in front of a keyboard for the same amount of time but only imagine playing the song—without ever touching the keys. Using a technique called transcranial magnetic stimulation Pascual-Leone mapped the brain activity of all the participants before, during, and after the test. He found that the people who had only imaged playing the notes exhibited precisely the same changes in the brains as those who had actually pressed the keys. Their brains had changed in response to actions that took place purely in their imagination—in response, that is, to their thoughts. In other words, our thoughts can exert a physical influence on, or at least cause a physical reaction in, our brain. We become, neurologically, what we think.



100 Teaching Tips

by Penny Ur

Published 2016, pages: 120.

Cambridge: Cambridge University Press.

About the book

Below is just an excerpt from the fifth advice, and there are 99 more. Each tip is accompanied by Ur's explanatory comments, which include personal anecdotes, examples of classroom procedures, references to research, Internet sources, or anything else that might be of use to the teacher/reader. A set of 100 practical tips on 19 different areas of teaching, including using a coursebook, giving and checking homework, classroom discipline, testing and assessment, reading comprehension, speaking activities, vocabulary teaching, etc., will be useful to many teachers, whether trainee, novice, or experienced, in a variety of contexts.

I often take this book off my shelf to flip through it, looking for headings and tips that interest me in a particular situation. Some of the tips are familiar to me, others I have encountered in the past but need to be recalled. All of the tips are practical and valuable, and Penny Ur's experience-based notes and insights make the book an interesting and enjoyable read.

An excerpt from the book

(Beginning and ending the lesson, p. 6)

Tip 5: Don't give homework at the end

If you know you have a homework assignment to give, explain it sometime in the middle of the lesson and make sure students have noted it down. Don't leave it until the last minute.



The Heart's Invisible Furies

by John Boyne

Published 2017, pages: 582.

London, New York: Hogarth.

About the book

From the bestselling author of *The Boy In the Striped Pajamas*, a sweeping, heartfelt saga about the course of one man's life, beginning and ending in post-war Ireland

Cyril Avery is not a real Avery. Or at least, that's what his adoptive parents tell him. And he never will be. But if he isn't a real Avery, then who is he? Born out of wedlock to a teenage girl cast out from her rural Irish community and adopted by a well-to-do if eccentric Dublin couple via the intervention of a hunchbacked nun, Cyril is adrift in the world, anchored only tenuously by his heartfelt friendship with the infinitely more glamorous and dangerous Julian Woodbead. At the mercy of fortune and coincidence, he will spend a lifetime coming to know himself and where he came from, and over his many years, will struggle to discover an identity, a home, a country, and much more.

The Heart's Invisible Furies is a novel to make you laugh and cry while reminding us all of the redemptive power of the human spirit.

An excerpt from the book

(Part 1, Shame, p. 5)

"My family are all Goleen as far as records go," he began, looking out at one hundred and fifty raised heads and a single bowed one. "I heard a terrible rumor once that my great-grandfather had family in Bantry but I never saw any evidence to justify it." An appreciative laugh from the congregation; a bit of local bigotry never hurt anyone. "My mother," he continued, "a good woman, loved this parish. She went to her grave having never left a few square miles of West Cork and didn't regret it for a moment. Good people live here, she always told me. Good, honest, Catholic people. Any do you know something, I never had cause to doubt her. Until today."

There was a ripple around the church.

Poročila o tekmovanjih 2021–2022

POROČILO O TEKMOVANJU V ZNANJU ANGLEŠČINE ZA UČENCE 6. RAZREDA OSNOVNE ŠOLE

V šolskem letu 2021/22 je Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia organiziralo prvo tekmovanje v znanju angleščine za učence 6. razreda osnovne šole.

Pravilnik in razpis tekmovanja v tekočem šolskem letu sta bila objavljena na spletni strani društva. Tekmovanje pa je bilo sistemsko podprto preko strežnika DMFA. Tekmovanje iz znanja angleščine za učence 6. 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 *Animals – our friends and our teachers*. Šolsko tekmovanje se je odvijalo v sredo, 16. februarja, 2022.

Zaradi epidemije novega korona virusa Sars-CoV-2, ki je tudi letošnje šolsko leto zaznamovala delo na šolah, še posebej z vidika karanten posameznih oddelkov, je bilo šolam omogočeno, da so njihovi tekmovalci, ki jim je bila odrejena karantena ali izolacija, šolsko tekmovanje izvedli na daljavo, pri čemer so morali o karanteni (izolaciji) obvestiti koordinatorico tekmovanja. Na dan tekmovanja so se tekmovalci v svojem znanju v veliki večini pomerili na matičnih šolah, le nekateri pa so ga odpisali na daljavo, z video nadzorom.

Šolskega tekmovanja se je udeležilo 2178 tekmovalcev, kar je glede na krstno izvedbo tekmovanja odlična udeležba, ki je preseгла vsa pričakovanja. Tekmovalci so se pomerili v bralni spretnosti, uporabi jezika v sobesedilu, znanju besedišč in pisanja (pisni sestavek). Bronasto priznanje je osvojilo 476 tekmovalcev.

Tema državnega tekmovanja je bila *Animals of Australia and New Zealand - the cute, the dangerous and the strange*. Na državno tekmovanje se je na podlagi rezultatov šolskega tekmovanja uvrstilo 476 tekmovalcev. Na dan tekmovanja se je tekmovanja udeležilo 465 tekmovalcev. Organizirano in izvedeno je bilo v živo, v torek, 12. 4. 2022.

Lokalni organizatorji državnega tekmovanja po regijah so bili:

Lokacija	Šola	Organizator
Celje	III. OŠ Celje	Matej Močnik
Koper	OŠ Srečka Kosovela Sežana	Katja Širca Ilinčič
Ljubljana – jug	OŠ Karla Destovnika Kajuha, Ljubljana	Erika Golob
Ljubljana – sever	OŠ Komenda Moste	Nataša Meh
Maribor	OŠ Puconci	Alenka Karlo

Tekmovalne naloge na državnem nivoju so tokrat vsebovale tudi slušno razumevanje, za kar se iskreno zahvaljujemo Natalie Lackovic, za odlično posneta besedila. Ostale naloge so v skladu z naslovom širile znanje o Avstraliji in Novi Zelandiji, in sicer z nalogami bralnega razumevanja, besedišča, in pisnega sestavka.

Zlato priznanje je osvojilo 34 učencev, srebrno priznanje pa 73 učencev.

V letošnjem šolskem letu so največ znanja pokazali naslednji tekmovalci:

Tekmovalec	Šola	Mantor
Lana Arsov	OŠ Brezovica pri Ljubljani	Barbara Cajnar
Nina Mencigar	OŠ I Murska Sobota	Nataša Šiftar

Iskrene čestitke vsem tekmovalcem, ki so sodelovali na letošnjem tekmovanju, še posebej pa tistim tekmovalcem, ki so prejeli priznanja in njihovim mentorjem ter vodjem šolskega tekmovanja. Iskreno se zahvaljujemo vsem učiteljem angleščine, mentorjem in vodjem tekmovanja za vso pomoč in potrpežljivost, ki ste jo izkazali tekom letošnjega tekmovanja. Tekmovanje iz znanja angleščine za 6. razred je letos doživelo krstno izvedbo in s svojimi rezultati presenetilo vse vpletene. Tekmovalci so pokazali izjemen nivo znanja, ki je močno presegel znanja 6. razreda, kar je bilo predvsem vidno v kvaliteti in zahtevnosti napisanih pisnih sestavkov. Leto, ki se izteka, je vsem skupaj tudi tokrat s svojo negotovostjo predstavljalo izjemen izziv, s katerim smo se zelo uspešno spopadli. Hvala tudi vsem popravljavcem državnega tekmovanja, ki so tokrat imeli izjemno zahtevno delo popravljanja vseh 465 pisnih sestavkov.

Želimo vam uspešen in miren zaključek šolskega leta in vas vabimo, da se nam ponovno pridružite v naslednjem letu in tako prispevate k širjenju zanimanja za učenje in zvišanje znanja angleščine.

Barbara Lukač Patarčec
koordinatorica tekmovanja za 6. razred

POROČILO O TEKMOVANJU V ZNANJU ANGLEŠČINE ZA UČENCE 7. RAZREDA OSNOVNE ŠOLE

Letos je enajstič zapored potekalo tekmovanje iz znanja angleškega jezika za učence 7. razreda. Tekmovanje je bilo organizirano na dveh ravneh, šolski in državni. Šolsko tekmovanje je potekalo 17. februarja 2022, državno pa 24. marca 2022. Vsaka šola je lahko na državno tekmovanje prijavila največ tri skupine, vsa priznanja (bronasta, srebrna in zlata) pa smo podelili na državni ravni. Letos je bilo na šolski ravni, v primerjavi z lanskim šolskim letom, več udeležencev, in sicer 365 učencev, od teh jih je 309 napredovalo na državno tekmovanje.

Letošnje tekmovanje smo naslovlili *A little kindness goes a long way*. Tekmovalci so preko svojih prispevkov razmišljali o tem, kako lahko z nekaj pozornosti in majhnimi dejanji prijaznosti prispevajo k boljšemu svetu. Tekmovalna komisija je iskala kreativne izdelke, ki se navezujejo na vprašanje, kaj lahko storimo kot posamezniki, da pomagamo drugim okoli sebe. Tekmovalci so v svojih videoposnetkih prikazali različne situacije in ideje, kako lahko polepšamo nekomu dan, kako biti bolj prijazen, vključujoč in razumevajoč in kako preko malih pozornosti prispevati k lepšemu svetu za vse.

Tudi letos je bila obvezna uporaba aplikacije Videoshop – Video Editor, ki je bila v preteklih letih dobro sprejeta. Nekatere skupine so tudi letos po nepotrebnem izgubljale točke zaradi vertikalne postavitve snemanja in neurejenega scenarija, nekaj prispevkov pa je bilo žal diskvalificiranih. Eden od izdelkov ni bil narejen v predpisanem programu Videoshop, en prispevek je tekel več kot 30 sekund neprekinjeno brez govora, en prispevek ni vseboval scenarija z zapisanim govorom, pri enem izdelku tekmovalci niso imeli enakega deleža govora, dva izdelka nista upoštevala časovne omejitve, pri enem izdelku so v videu nastopale osebe, ki niso tekmovalci, deset izdelkov pa je bilo diskvalificirano zaradi nepopolne prijave na državno tekmovanje.

Na državno tekmovanje smo preko uveljavljenega spletnega odložišča prejeli 85 izdelkov, ki so jih pripravile dve do petčlanske skupine. Prispele izdelke je državna tekmovalna komisija ocenjevala glede na naslednje kriterije: vsebino oz. sporočilno vrednost, slovnično oz. jezikovno pravilnost, besedišče, izgovorjavo, strukturo izdelka, časovno omejitev, urejenost scenarija ter tehnično dovršenost prispevka.

Bronasto priznanje je letos osvojilo 73 tekmovalcev, srebrno 85 tekmovalcev, zlato priznanje pa 16 tekmovalcev. Zmagovalni prispevek letošnjega tekmovanja je bil *A small step of kindness is a giant leap for friendship*, ki so ga ustvarili Dejan Drogenik, Nino Remih Jagrič, Nick Toplišek, Julija Strašek in Lili Zupan z osnovne šole Podčetrtek pod mentorstvom Mihaele Juričan.

Statistika na kratko:

Število sodelujočih šol: 58

Število izdelkov, ki smo jih prejeli za državno tekmovanje: 85

Število vseh tekmovalcev: 365

Število bronastih priznanj: 19 skupin (73 tekmovalcev)

Število srebrnih priznanj: 24 skupin (85 tekmovalcev)

Število zlatih priznanj: 4 skupine (16 tekmovalcev)

Število mentorjev: 61

V imenu tekmovalne komisije vsem tekmovalcem in tekmovalkam iskreno čestitamo za njihove dosežke, mentorjem in mentoricam pa se najlepše zahvaljujemo za njihovo sodelovanje in se jim priporočamo za povratne informacije. Potrudili se bomo vaše predloge čim bolj upoštevati in oblikovati tekmovanje, ki temelji na skupnem, vzajemnem trudu.

Vabimo vas, da se nam ponovno pridružite prihodnje leto.

Patricija Frlež
koordinatrica tekmovanja za 7. razred

POROČILO O TEKMOVANJU V ZNANJU ANGLEŠČINE ZA DIJAKE 2. LETNIKA

Slovensko društvo učiteljev angleškega jezika IATEFL Slovenia je v šolskem letu 2021/2022 že dvanajsto 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 avgusta na spletni strani www.iatefl.si. Dokumenti so bili 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 (22. 11. 2021), nato pa so izmed prijavljenimi izdelki šole poslale najboljše na državno tekmovanje (10. 1. 2022).

Letošnja tematika tekmovanja je bila »**HOW TO SAVE THE WORLD IN THREE EASY STEPS**«, določen žanr pa **ADVERTISEMENT**. Predpisanih je bilo po 10 besed v posamezni kategoriji, ki so jih morali dijaki smiselno uporabiti v posnetem prispevku. Besede so bile naslednje:

KATEGORIJA A / C:

KERUFFLE (N), AVARICE (N), DELUGE (N), FINALISE (V), ABSCOND (V), OSSIFY (V), DESTITUTE (ADJ), FABLED (ADJ), INVALUABLY (ADV), LOGICALLY (ADV)

KATEGORIJA B / D:

JITTERS (N), HUBRIS (N), UNDERLING (N), FINALISE (V), GROPE (V), DEFAME (V), FABLED (ADJ), INVALUABLE (ADJ), INVALUABLY (ADV), LITERALLY (ADV)

Kriteriji pri izbiri najboljše skupine (tako na šolski kot na državni ravni) so bili naslednji: pravilnost in domiselnost pri uporabi podanih besed, jezik, izgovorjava, splošni vtis in tehnična izvedba. Skupaj je lahko posamezna skupina dosegla največ 90 točk (60 pri prvih štirih kriterijih in 30 za tehnično izvedbo). Članice ocenjevalne komisije smo bile Jasna Šebez, Lea Koler in Hana Brezovnik.

Državnega tekmovanja se je udeležilo **12 šol**, in sicer je v **20 skupinah** v treh različnih kategorijah (A, B in D) tekmovalo skupno **87 dijakov**. Zaradi neupoštevanja pravilnika in kriterijev so bile diskvalificirane tri skupine.

Zelo smo veseli, da je bila udeležba tako številčna, saj je bilo šolsko leto in leto nasploh zelo zahtevno in nepredvidljivo, tako da se res najlepše zahvaljujemo najprej dijakom za voljo in energijo in veliko iznajdljivosti, pa tudi mentorjem za potrpežljivost, motivacijo in spodbudo.

Število priznanj po kategorijah

Priznanje	A	B	C	D	skupaj
zlato	2	/	/	/	2
srebrno	2	/	/	/	2
bronasto	6	1	/	/	7
skupaj	10	1	/	/	11

Zlata priznanja so osvojile naslednje skupine:

KATEGORIJA A:

Gimnazija Franca Miklošiča Ljutomer s posnetkom 3SES (Zala Bertalančič, Samuel Gonza, Petra Ouček, Lara Pučko, Lara Širovnik)

Mentorja: Liljana Kosič in Ludvik Rogan

Gimnazija Vič s posnetkom Bob's Energy Drink

(Maša Bratkovič, Zala Dornik, Zoja Jesih, Nina Felicija Kozamernik, Karla Majdič)

Mentorja: Blanka Klobučar in Timothy Gallagher

Še enkrat izrekamo iskrene čestitke vsem sodelujočim in njihovim mentorjem.

Nasvidenje do prihodnjega leta!

Jasna Šebez
koordinatorka tekmovanja za 2. letnik

POROČILO O TEKMOVANJU V ZNANJU ANGLEŠČINE ZA DIJAKE 3. LETNIKA

V šolskem letu 2021/22 smo kljub ponovno oteženim epidemiološkim razmeram v državi uspešno izpeljali regijsko in državno raven tekmovanja. Regijsko tekmovanje je potekalo dne 31. 1. 2022 v spletni obliki preko InfoServerja DMFA. Državno raven tekmovanja, ki jo je gostil Šolski center Ljubljana, Srednja strojna in kemijska šola, je bila izvedena v živo 21. 3. 2022.

Razpis tekmovanja smo na spletni strani društva objavili konec avgusta 2021. Razpis je vseboval podatke o strukturi tekmovanja in tipu nalog. O vseh spremembah glede izvedbe regijske in državne ravni tekmovanja so bili mentorji obveščeni preko sistema DMFA ter z obvestili v zavihku o tekmovanjih na spletni strani www.iatefl.si.

Na regijsko tekmovanje se je prijavilo 589 dijakov. Letos je tekmovanje potekalo v treh kategorijah – **A1** (splošne gim-

nazije), **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 114 dijakov. V letošnjem šolskem letu smo podelili 36 srebrnih in 19 zlatih državnih priznanj, 68 tekmovalcev pa je prejelo bronasta priznanja. Spodnjo mejo točk za zlato in srebrno priznanje je določila Državna tekmovalna komisija, vsi rezultati pa so bili objavljeni na InfoServerju v sistemu DMFA.

Naloge s področja kulture so bile letos v vseh kategorijah vezane na literarno delo Marka Haddona *The Curious Incident of the Dog in the Night-Time*.

Najboljši dosežek v posameznih kategorijah so dosegli naslednji tekmovalci in tekmovalke:

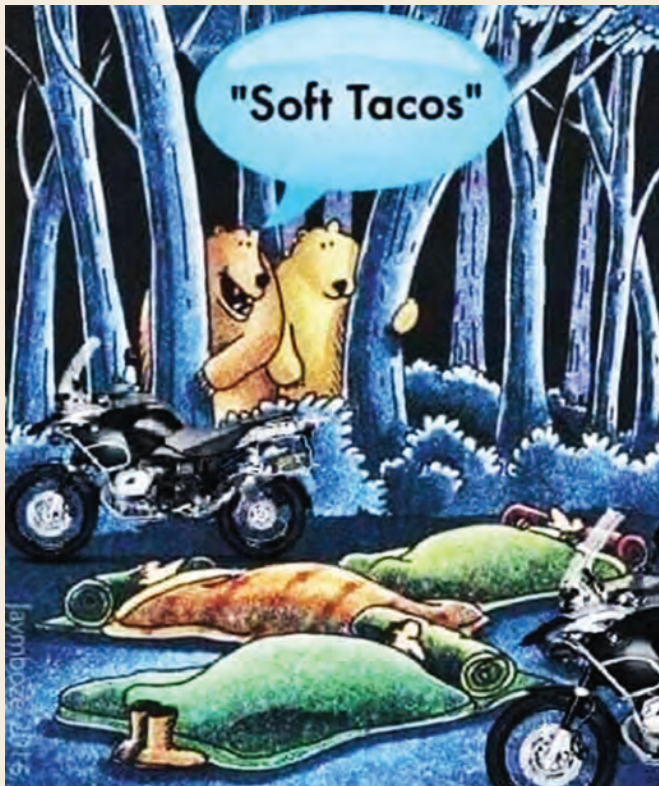
Kategorija A1		
1. mesto	2. mesto	3. mesto
Rok Sušnik Gimnazija Vič Mentorica: Blanka Klobučar	Matevž Demšar Gimnazija Želimlje Mentorica: Anamarija Rupnik Klarisa Koštic Lesjak Gimnazija Celje – Center Mentorica: Mateja Glušič Lenarčič	Ana Svenšek Prva gimnazija Maribor Mentorica: mag. Irena Smole Tine Vodopivec Gimnazija Nova Gorica Mentorica: mag. Martina Kobal
Kategorija A2		
1. mesto	2. mesto	3. mesto
Jan Košir Gimnazija Kranj Mentorica: Biba Kodek	Alica Muratović Romih Gimnazija Bežigrad Mentorica: Maja Petričič Štritof	Iva Vrhovšek II. gimnazija Maribor Mentorica: Klavdija Krempf Slana
Kategorija B		
1. mesto	2. mesto	3. mesto
Maj Zorko ŠC Krško-Sevnica, Srednja šola Krško Mentorica: Alenka Špan	David Perišič Elektrotehniško-računalniška strokovna šola in gimnazija Ljubljana Mentorica: Hana Brezovnik	Val Kobal Šolski center Ljubljana, Srednja strojna in kemijska šola Mentorica: Vlasta Rudar Nenadović Matej Novak Gimnazija Franca Miklošiča Ljutomer Mentorica: Nina Balažek

Ostali rezultati so objavljeni v sistemu DMFA na InfoServerju.

Vsem dijakom, ki so se udeležili letošnjega tekmovanja čestitamo za uspehe in sodelovanje na tekmovanju. Zahvaljujemo se tudi mentorjem in popravljalcem na državnem tekmovanju ter vsem nadzornim profesorjem in organizatorjem, ki so nam pomagali pri izvedbi obeh ravni tekmovanja.

Mag. Marija Sedmak
koordinatorka tekmovanja za 3. letnik

Just for laughs



"Spider in the shower. Spider in the shower. Drama, drama, drama."