

Abstracts

Alivertis, Julie and Doonan, Jeffrey

From Verse to the Subverse, Using Poetry in the classroom

all levels, with a focus mainly on teachers of teenagers/ young adults

“A poem is one undivided, unimpeded expression fallen into literature.”

Henry David Thoreau: American Transcendentalist

Whether taken from the Canon or from the kids, a quatrain, a cinquain, a haiku, sonnet or ballad, poetry can be a wonderful way to share, develop and explore language in the classroom. From word play to thought play, from concrete to abstract, we will move around in rhythm and not! In this workshop we shall explore from poetic license to poetic justice and some of the many literary devices all the while remembering the words of Montaigne: “The authority of those who teach, is very often an impediment to those who desire to learn.” Please do join us!

Andrews, Mark

SOL

Contemporary, Critical and Comparative Approaches to Britain in ELT

secondary (11-15), upper-secondary (16-19)

In the Czech Republic it is the 25th anniversary of the launch of British Cultural Studies projects by the British Council. The idea was to have a much more contemporary, critical and comparative approach to incorporating material about Britain in the classroom. In our globalized, international world and with English as a lingua franca is there still a place for incorporating material about Britain in the classroom or indeed organising visits for students to Britain? In this workshop we will look at some practical activities which maybe of value in the ELT classroom.

Andrić, Dragana

Spark the fire of creativity

primary (6-10), secondary (11-15)

Creative writing is, for many of our students, the most difficult skill to master. Continuous and diligent practice is an essential part of the learning process. Why not make it more interesting, more challenging and even thought-provoking? The main aim of this highly practical workshop is to provide teachers with several activities that will spark their students' creative ideas and engage them through various writing tasks.

Arvinte, Mona

Knowing me, knowing you...

All levels

Drama activities can sparkle the class, reduce stress and monotony and bring everything back to life. This workshop is aimed at demonstrating this by showing a few practical ideas suitable to motivate students, create confidence in speaking, promote learning and language acquisition in a more creative and engaging way. I expect participants to take an

active part and be fearless in trying out new experiences. I am mostly keen on using role-play and improvisation techniques, so let's pretend! "All the world's a stage and all the men and women merely players."

Bollas, Angelos

Speaking Homework and VoiceThread

secondary (11-15), upper-secondary (16-19), tertiary, adult, language schools, vocational schools

Speaking has always been an area which all teachers wish their students could achieve more but has also been the one area which is often overlooked in the ELT classroom. This presentation explores different speaking homework tasks for intermediate level students as a way for them to improve on this skill. Participants will be shown how to use VoiceThread, an online tool for asynchronous oral communication, to enhance students' performance on their homework tasks. Teachers with little or no experience with VoiceThread are welcome to attend.

Božinović, Sanja

Rubrics for Teachers and Students

All levels

Rubrics are an assessment tool often shaped like a matrix, used to describe levels of achievement in a specific area of performance, understanding, or behavior. They promote student centered teaching, help the teacher state the standards and objectives, describe and assess the quality of student work, and offer feedback. They are also a way for students to reflect on and then improve their work. In this workshop we discuss challenges and advantages of this tool, and learn to use technology to create different kinds of rubrics.

Bujakowski, Marta

Running through an art gallery

pre-school, primary (6-10)

Vocab reading writing listening and speaking through drama songs chants and raps art and games

In the workshop we will focus on a fast pace we need to incorporate in our lessons which is a self-motivator for young and very young learners. We will use many fast changing techniques to experience the run through an art gallery. The workshop is addressed to Kindergarten and Primary teachers.

Calleja, Louel Ross

Language chunks: Too big a bite for your students to chew?

All levels

ou probably refer to them as idioms, collocations, and fixed expressions, or, if you have a penchant for big-sounding words, lexical bundles and formulaic items. Whatever you call them, multi-word units help learners of English say and write things more accurately, appropriately, and eloquently. Unfortunately, they could prove quite challenging (if not

downright notoriously difficult) to remember, much less to master. Let's talk about how we go about the very important task of teaching language chunks--and can we help our students view this experience as enlightening rather than frustrating?

Chynoradská, Jana and Poláková, Svetlana

CiLLa s.r.o.

eCill - Efficient learning management system for language schools

Language schools

The eCill team of professionals is excited about giving you a presentation of their unique product. eCill represents a learning management system for advanced management with instant access to reliable and up to date information. Its primary aim is to be a creative tool to enable managers and owners to effectively use their time to make the right decision at the right time in order to grow their business.

Language schools using eCill

- Simplify the work of trainers, administration and management
- Have a daily overview of turnover and costs
- Lower operating costs
- Monitor and increase performance quality
- Improve transparency of process management
- Enable strategic planning and controlling
- Provide effective connection with all clients, parents and other stakeholders
- Have a competitive advantage
- Operate in a secure environment for sustainable development and growth

Clarke, Daniella

ILC Czechoslovakia s.r.o.

Teaching Grammar Creatively

secondary (11-15), language schools

The focus of the session is on how we can make lower secondary learners (age 10-15) understand and use grammar more efficiently by exploiting creativity and through a blend of traditional and modern methods of grammar presentation and practice.

Clarke, Daniella

ILC Czechoslovakia s.r.o.

Making Maturita Fun

upper-secondary (16-19), vocational schools

This session aims to look at various aspects of teaching teenagers and assisting them in their learning process. We will first look at teenage learners, the challenges they face when learning a foreign language, and what helps or hinders their learning. We will then

consider the practical implications for teaching strategies, followed by teaching tips and tools to help motivate and involve teenage learners, making their learning and preparation for the Maturita exam more fun.

Cleary, David

OUP

How do you eat an elephant?

upper-secondary (16-19)

Good question - just how exactly do you eat an elephant? In this session we will use some classroom activities in an attempt to answer this questions as we discuss motivation, success and progress. We'll look at these three essential aspects of the language classroom - aspects which are both difficult to define and achieve. And we'll consider the question of whether, when we talk about learning a language (the elephant), it is ever possible to keep students motivated minute-by-minute, lesson-by-lesson and year-by-year.

Cleary, David

OUP

Are you Picasso? Me neither.

upper-secondary (16-19)

I am not very good at drawing - in fact I am awful. But I still do it in class and you and your students should too as pictures are an important learning tool. In this session we will look at several exercises where students draw their own pictures to help them learn and practice grammar and vocabulary.

Čadová, Jana

CUP

Effective Video

secondary (11-15), upper-secondary (16-19), language schools, vocational schools

The seminar is trying to answer current basic school teacher's needs in multimedia teaching. The participants get an idea of essential video features in current learning materials. We try to answer questions concerning when, how and why we introduce activities supporting visual types of students, such as screen without sound, sound without screen, frozen screen, prediction or video cultural background activities. Discussions and sharing ideas are welcomed.

Čadová, Jana

CUP

Exams? Just Fun for us.

primary (6-10)

In this session the teachers can see the Kid's Box and Fun for advantages at an exam preparation. YLE tests have been designed to encourage primary school learners to show what they CAN do, rather than what they cannot. They motivate them with illustrated and interesting tasks that assess their listening, reading, writing and speaking skills at all YLE levels. We will see the tasks pupils have to cope with and how Cambridge English YLE

publications aim to motivate young learners in their learning experience by providing activities to practise English in a meaningful and success-oriented ways.

Dobbs, Ben

Creating Realistic Tasks for the Business English Classroom

upper-secondary (16-19), tertiary, adult, language schools, vocational schools.

Business English lessons provide great opportunities for various types of activities for language and functional practice. If done well, these are a rich source of practice, development, feedback and reflection. Additionally, these activities can also be enjoyable and motivation for learners as well as useful for all. While Business English has traditionally revolved around typical (almost clichéd) business functions, there is much more that can be done than choreographed meetings or negotiations, or staged presentations. This interactive session will provide plenty of new ideas for spicing up Business English lessons.

Dohnalová, Šárka/ Andrášik, Tomáš

Shakespeare in the Language Classroom

All levels

This workshop will provide some practical ideas and suggestions on how to integrate the topic “Health and Fitness” into the classroom in an enjoyable way through a variety of interactive activities. Doing it in L2 through CLIL will probably enable the children to absorb it more deeply into their minds and accept it more thoroughly into their hearts. Participants will experience these language teaching activities and will leave with some new ideas, not only for spicing up their English lessons, but also for inspiring the students to lead a more healthy lifestyle.

Doláková, Sylvie

Story-based CLIL

pre-school, primary (6-10)

Stories offer the large platform of activities that help children to understand, use the phrases from and re-tell their contents. They contain a wide scale of games, cards, worksheets and ideas for language development, Maths, Science, Music, Art and movement. Children immerse into the story from all angles using effectively all the areas of learning. Possible bilingual approach makes the material very efficient.

Doláková, Sylvie

Pronunciation with (not only) young learners

pre-school, primary (6-10)

Pronunciation does not seem topic No.1 in EFL, especially with young learners. They are thought to imitate the sounds of English pretty well. However, some practicing is quite essential. Teachers don't plan pronunciation activities often; they say it's waste of time and don't think much about

Fisher, David

Bringing Literature to Life

upper-secondary (16-19)

Literary texts are notoriously difficult to bring to life in the classroom. One of the main reasons is that teenagers are generally reticent to invest themselves emotionally into the work in a way that could lead to deeper understanding of the classic works of literature and the people who produced them. This workshop will introduce some simple techniques to naturally bring students closer to the classics.

Fisher, David

Can you have too much fun in a classroom?

secondary (11-15)

This seminar by David Fisher of The Bear Educational Theatre will look at different ways of having fun in the classroom, while still teaching effectively. It will also explore the limits of having fun with students and try to answer the questions 'Is fun dangerous?' and 'Can you have too much fun?'

Fořtová, Nikki

OUP

Off the Shelf but Taylor Made

secondary (11-15), upper-secondary (16-19)

Wouldn't it be nice if there was a way that learners could access their coursebooks through their devices outside of the classroom. Wouldn't it be nice if there was a way that learners could complete coursebook exercises through their devices and get instant feedback. Wouldn't it be nice if learners could record themselves speaking, listen to what and how they said it, and then get feedback from the teacher. Wait a minute, isn't that what Oxford Learner's bookshelf does? This session aims to look at Oxford Learner's Bookshelf showing what it is and how we can use it with learners. Come and find out what makes the off the shelf bookshelf tailor-made for your learners.

Fořtová, Nikki

OUP

Video, Culture, & teens - all in one classroom

secondary (11-15), upper-secondary (16-19)

If you've recently found yourself in need of new material or inspiration for using DVDs with your learners, or you've leafed through the pages of your shiny new course book, found the culture section and thought "What am I supposed to do with that?" then this session could be right up your street. With the help of a selection of OUP materials, this dual aimed session aims to explore the whys and hows of using DVDs with teens, and bring culture into the languages learning classroom, in order to enhance the learning experience.

Guzun, Larisa

Advantages and Disadvantages of the Modern technologies during the EFL class

All levels

The seminar is dedicated to the problems and failures but as well as to the success and

good management of the class with the help of modern technologies. The computers, projectors, internet connection and different platforms used for learning a foreign language are often used and became a trite, sometimes obstacle for many of teachers. The students get more obsessed with using cell-phones, computers, pads, etc. and the learning process is often impeded by this modern technologies and don't help teachers. This session will be dedicated to how to make all of the modern technologies an advantage in your class.

Harrison, Tilly

IATEFL UK

Engaging students via their mobile phones: easy ways to have a personal response system

upper-secondary (16-19), tertiary, adult, language schools, vocational school

In this session we will briefly review why finding out what students think is extremely useful for teachers. We will touch on the research into student engagement, active learning, agile teaching and motivation. We will then look at a range of online tools that allow us to poll students, create quizzes and engender a sense of community as well as some healthy competition, on the assumption that the majority of them will have a mobile phone or tablet that they can use. Hopefully by the end of the session participants will feel confident to try these tools for themselves.

Hlavsová, Jelena

Proverbs within the framework of soft skills

secondary (11-15), upper-secondary (16-19), tertiary, adult, language schools, vocational schools

Social skills as underlying principles of social competence include also communication competence. How can proverbs help in "keeping the ball rolling"? And especially, how to use them in the classroom? Come to this practical, playful workshop for all proverb-lovers.

Horváth, Barbara K.

Ebony and Ivory - fostering tolerance in the English language classroom

primary (6-10), secondary (11-15), upper-secondary (16-19), language schools

Gipsy, gay, jew – curse (?) words you might hear inside or outside the classroom. What should we, language teachers do in a situation like this? Should we go on without paying attention or should we stop for a while and talk about differences? What about integrating multicultural topics into ELT to foster tolerance among our students? If your answer is a 'yessss', then come to my workshop and learn some useful games and activities that can be used in the English language classroom.

Jílková, Jana/ Chmelařová, Ivana/ Nováková, Martina

SELTIC goes on: Enhancing English and life skills for 21st century

pre-school, primary (6-10), secondary (11-15), upper-secondary (16-19), vocational schools

Anyone who wishes to integrate teaching foreign language and subject might look for resources and tips. This session aims to present examples of practical activities which

promote deeper understanding of the real world, give learners means to use life skills and encourage them to express themselves in English. Following the successful outcomes of SELTIC (Science and English language teaching in the classroom) project, participants will experience simple experiments modified for VYL, YL and teens. Your pupils will love them - Why not to come and try them?

Johnson, Sarah

Scholastic/INFOA

Video and vox pops for secondary learners of English

secondary (11-15), upper-secondary (16-19), language schools

In this session, we will explore the issues around using video in the language classroom and provide some practical 'takeaway' ideas for teachers to use in class with students aged 10 to 18.

Johnson, Sarah

Scholastic, INFOA

Teenage English

upper-secondary (16-19), language schools

How do we motivate a generation of 'digital natives' to want to read and learn English when attention spans are getting shorter and shorter?

Klečková, Gabriela

Using images to encourage students' critical thinking skill

All levels

Images such as pictures and photographs are among the most common tools of many language teaching professionals around the world. We use visual support to scaffold our instruction, teach vocabulary, illustrate grammar concepts, or support our content teaching. We assign a variety of tasks with these images to allow learners to develop their language skills. Actually, they have become so essential to our language classrooms that it is difficult imagine teaching without visual aids. During the presentation, participants learn how images can be used in English language classes to develop learners' critical thinking skills along with language and visual literacy.

Klimszová, Slavomíra

CLIL and young learners

primary (6-10)

Content and language integrated learning and its implementation in Moravia-Silesian region in the Czech republic. The presentation describes the research based on primary school lesson observations, video recordings and teachers' stimulated recall. It offers the results of the videostudy which focused on scaffolding strategies teachers use in CLIL

Kocurova-Giurgiu, Ioana

Revision and fluency games with laughter

all levels

This seminar aims at informing about the varieties of games that can be used in the classroom to revise and encourage fluency. These games have been popularized by standup comedians.

Lange – Smolak, Eva

Teaching children with learning disabilities

pre-school, primary (6-10), secondary (11-15), language schools

Children with learning disabilities are the part of nearly every classroom. Teachers are very often desperate how to teach these children, how to help them to achieve some success. These children have problems not only with foreign language grammar, but also they can have problems with learning vocabulary, writing and reading. There are some strategies that may help these children to cope with their problems and to have a success in learning foreign language. The first step of their success is the teacher who is aware of their problems and knows how to help them. This workshop will give teachers brief overview how are these children learning foreign language and how to help them learning foreign language by using appropriate strategies.

Macyte, Ingrida

Teaching the Past Tenses of English through Gestures

secondary (11-15), upper-secondary (16-19)

There is no substitute for hard work when it comes to foreign language acquisition, but the workshop on teaching the past tenses of English through gestures might offer kinesthetic means, conscious processing of which might lead to success in the perception and correct usage of the Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous, in both written and communicative forms.

Malea, Athina

The use of the art of cinema, literature and concordancing in EFL class

primary (6-10)

This paper discusses the use of the art of cinema, literature and software for concordancing in teaching English as a foreign language to 10-year-old students. It attempts to familiarize the students with the way adjectives and adverbs are used in a literal text on which the film scenario was based. It focuses on tasks designed for a 2-hour lesson during which students are asked to identify the aforementioned modifiers, work with them and become self confident about their use.

Miková, Šárka

Bohemian Ventures s.r.o.

Learning to Learn

upper-secondary (16-19), language schools, vocational schools

How may teachers and teaching materials contribute to students' successful learning? Students' learning behaviour, i.e. what they do in order to learn a language as well as how they do it naturally varies among individuals and among different course types, too. In this session we are going to have a closer look at the specific features of teenage learners,

who still have to greatly rely on their teachers but at the same time are becoming more autonomous both in their school as well as private lives and what's more - have to start preparing for passing their Maturita exams. Teachers have to encourage both their controlled and uncontrolled positive learning behaviour and there is a whole range of tools and strategies how to do it.

Prochazka, Anton, OStr. Prof. Mag.

Fit and Fun through CLIL - Educating our students for a healthy future
primary (6-10), secondary (11-15)

This workshop will provide some practical ideas and suggestions on how to integrate the topic "Health and Fitness" into the classroom in an enjoyable way through a variety of interactive activities. Doing it in L2 through CLIL will probably enable the children to absorb it more deeply into their minds and accept it more thoroughly into their hearts. Participants will experience these language teaching activities and will leave with some new ideas, not only for spicing up their English lessons, but also for inspiring the students to lead a more healthy lifestyle.

Radić-Bojanić, Biljana

Fly me to the Moon: Raising awareness of Learning Styles
primary (6-10), secondary (11-15), language schools

This workshop will focus on learning styles, which require diverse approaches in the teaching process. This involves educational methods particular to an individual, enabling him/her to learn in the most adequate way. Researchers agree that there are four major types of learning styles (visual, auditory, kinesthetic, tactile) and the workshop will illustrate different ways to teach one unit simultaneously catering for and developing all four learning styles. The practical work will intertwine with a discussion in which participants will be able to explain what they are doing and why, which will in turn raise their awareness of the students' perspective.

Sazdovska, Jasmina

Funnel approach to lesson design
tertiary, adult, language schools, vocational sch

Very often when we design our own materials it's difficult to make the most of them and turn them into complete lesson plans. This practical workshop will provide participants with ideas on how to achieve this by gradually focusing students' attention from general to specific in listening or reading comprehension tasks. This method of planning lessons has five stages: first, warmers to lead into the topic; second, global comprehension tasks; third, exercises that focus on specific details; fourth, speaking practice; fifth, follow-up tasks. The examples provided in the workshop will focus on business English materials.

Siegel, Autumn

Business and Practical English for Teens
secondary (11-15), upper-secondary (16-19), language schools

This workshop focuses on different ways to incorporate professional English into lessons

with teens. Participants will be introduced to a number of ideas and activities aimed at: -helping teens distinguish between formal and informal phrasings in English, tricky business for many of those in the Youtube generation, -using business mazes to simulate real-world ethical crossroads while improving writing, and much more. Get ready for a brainstorming session!

Skopcová, Vladimíra

Macmillan Education

Avoiding L1 in primary

primary (6-10)

Even young learners can communicate perfectly in English. This practical seminar focuses on various procedures and activities that will enable teachers to avoid using their native language during the lesson. Students will not just learn isolated expressions without context, but they will be able to speak naturally in everyday situations.

Skopcová, Vladimíra

Macmillan Education

How to plan a good lesson?

upper-secondary (16-19), tertiary, adult, language schools, vocational schools

A good lesson plan is a base for a good lesson. How to make it? What format should your lesson have, what to do in the lesson and how to achieve your aims? These are some important points to be considered so that we are well prepared and the lesson works. A big help for our planning is definitely the Teacher's Book. However, we often need to adjust the original general plan to our students' needs and we have to decide what to choose so that the lesson still has a convenient format. You will find out how to manage all these during this workshop.

Sommer, Dorothy

Ready, Set, Go! Motivating games, activities and projects for Young Learners ages 9-12

primary (6-10), secondary (11-15), language schools

These motivating games, activities and projects are designed to reinforce and support learning in your class, whether in a school setting or as an accelerated English course after school. Some are old hat with a new twist, some are innovative and mostly allow for the use of integrative skills and get your kids thinking in English. An element of competition and teamwork can be quite motivating and makes for a fun lesson (or part thereof) while learning is taking place.

Stefanova, Albena

Student motivation: fostering autonomy and developing fluency through peer involvement

Student motivation: fostering autonomy and developing

tertiary, adult, language schools

Nowadays motivating students to learn is a difficult task because of the characteristics of the new generation. However, the mission is possible with the employment of modern technologies and peer comparison. Peer collaboration and comparison are a powerful drive when we manage to involve students in a carefully chosen variety of activities and

provide them with an opportunity to see their strengths and weaknesses and then improve their skills in an interactive and supportive environment.

Strbac, Ana

CLIL- BUILDING BRIDGES BETWEEN LANGUAGES THROUGH POETRY AND LITERATURE

All levels

Integrated learning method is applied in foreign language learning (English language and literature) and in a mother tongue learning (Serbian language and literature). At the correlation classes of Serbian language and literature and English language and literature the students adopted the foreign language, with the help of multimedia technologies. The multimedia stands for the interactive board, where the prezzi presentations are played. The presentations are specifically designed for the specific educational content prescribed by the National Curriculum. The authors/themes presented to students are American and British authors (poets, writers), epochs, authors works, authors' biographies and their later influences on other art spheres- music, art, film. This method of learning proved to be very beneficial for the students (target groups are high school students). Besides the significant improvements in the acquired vocabulary and grammatical structures of the foreign language, the students developed literature analysis skills, as well as the awareness of the comparative relations between Serbian and English literature. (e.g. Romanticism in Serbian literature vs. Romanticism in American literature).

Šostroneková, Ilona

How to make grammar more user-friendly?!

upper-secondary (16-19), tertiary, adult, language schools

Grammar here, grammar there, grammar everywhere! Is this how your students feel? Probably yes, and we, teachers, know it. However, we also know that words, chunks of language, collocations, and/or idioms cannot work on their own. Lexis go together with grammar. So, we will take a closer look together at some activities you can use to help your students activate their "grammar muscles" and thus help them become more independent of us, teachers – which brings benefits to both, what do you think? Want to know more? Well, I am looking forward to meeting you at this workshop.

Tyc, Petr

CinemaLingua

Practising English through popular movie clips

All levels

CinemaLingua.net is a tool for learners of English to practise and improve their listening comprehension, vocabulary and production online. Short lessons are based on 1-3 minutes long video clips from the most popular movies and other kinds of videos. CinemaLingua also offers resource tips for teachers – ready-made activities to use in a classroom based on the selected video clips used in the self study programme. We will present the concept of the programme, types of activities and discuss how it could help you to achieve your goals in teaching. One resource tip for teachers will be presented in detail as an example.

Vogeltanzová, Tereza

FRAUS Publishing Ltd.

Evaluation and Assessment in the English Classroom

All levels

All language teachers have to measure students' language progress by developing various tests, quizzes or through more informal methods. In addition, most teachers strive to integrate international language standards in their teaching process, having in mind that validated and reliable certification is becoming a must. In this session we will approach self-evaluation methods, both direct and indirect assessment methods as well as international testing systems.

