

ELT ideas

ELT Ideas 06

2. konferencia vydavateľstva Macmillan Education a Žilinskej univerzity

www.macmillan.sk/konferencia



Adresa ubytovania

Ubytovacie zariadenie Veľký diel, ul. Vysokoškolákov, Žilina.

Doprava

Autobusová zastávka MHD je hneď pri vlakovej stanici, kde treba nastúpiť na linku **4** alebo **14** a vystúpiť na Obchodnej ulici.

Registrácia

Veľký diel, budova NR

Otvorenie a plenárne zasadnutie

Veľký diel, budova NR (piatok a sobota ráno)

Recepcia

Stravovacie zariadenie Žilinskej univerzity, Veľký diel, Nová menza

Prezentácie, sobota

Veľký diel, budova NS




MACMILLAN

Tento program si vytlačte a prineste so sebou. Na mieste už nebude k dispozícii.
Please print the programme out as copies will not be available on the day.

FRIDAY

14.30 15.45	registrácia					
16.00 17.15	Philip Kerr: The role of affect in learning to speak (room NR2)					
17.30 18.30	Susan House: Songs as a vehicle for language learning (room NS1)	Jon Hird: Move up, down and inside out (room NS2)	Ken Wilson: Giving something extra (room NS10)	Fergal Kavanagh: Culture begins at home (room NS11)	Alena Rebrová: British Council activities in Slovakia (room NS15)	Viera Bačová: Jazykové pobyty v UK (room NS16)
19.00 21.00	Macmillan Reception (menza)					

SATURDAY

8.30 10.00	Ken Wilson: Chair, charity, charismatic – does the method of teaching new words change as the students move up a level? (room NR2)					
	10.15 – 11.00	11.00–11.30	11.30 – 12.30	12.30–14.00	14.00 – 15.00	15.15 – 16.00
NS1	Ondřej Matuška: Free resources on the internet	COFFEE BREAK BOOK DISPLAY BOOK SALE	Jon Hird: How a dictionary works, starring the MED.	LUNCH BOOK DISPLAY BOOK SALE	Jon Hird: Teaching In Company	Opakovanie najúspešnejších seminárov. Sledujte informácie v budove. Repetition of the most wanted talks. Watch for information in the conference building.
NS2	Lucia Hlubeňová: Culture Shock		Ken Wilson: Having fun with active grammar		Susan House: Story based learning	
NS10	Susan House: Talking tasks		Fergal Kavanagh: Inspiration		Fergal Kavanagh: Tune Into English	
NS11	Jana Bérešová: Insights into achievement standards		Philip Kerr: You can't do that!		Philip Kerr: A licence to drill: a reappraisal of controlled practice	
NS15	Eva Hrašková: Little Bugs in our classroom		Paul McCullough: Inside Out – the Nickel Tour		Danica Gondová: Testing Oral Skills	
NS16	Daniela Krajňáková: Move		Lucia Hlubeňová: Be Inspired		Lucia Hlubeňová: Miss Textbook 2006	

PROGRAMME

(in alphabetical order by the speaker's name)

Abbreviations

P – Primary (1. stupeň ZŠ), **LS** – Lower Secondary (2. stupeň ZŠ, 8ročné gymnázia), **US** – Upper Secondary (stredné školy) **T** – Tertiary (vysoké školy, výučba dospelých), **PLS** – Private Language Schools (jazykové školy)

Bačová, Viera

SPŠ, Bratislava

Target audience: all

Jazykové pobyty v UK.

Každý, kto má záujem vycestovať so študentmi do anglického Devonu, neplatiť žiadne peniaze, stráviť 13 dní v kolektíve študentov a kolegov, z toho 10 dní priamo v Barnstaple, rozprávať, bývať a stravovať sa v anglických rodinách, študovať spolu so žiakmi 20 hodín angličtiny v škole a na záver, podeliť sa so zážitkami so svojimi priateľmi, navštívte moju prednášku a v priebehu 45 minút sa rozhodnete cestovať so mnou. Možnosť pozerať krátke DVD o Barnstaple a výletoch, kde pociťujete.

Bérešová, Jana

Trnavská univerzita

Target audience: US

Insights into achievement standards - the Slovak matricular examination in English - based on the Common European Framework of Reference.

The presentation is aimed at comparing the recommendations of the CEFR as the basis of language standards on different levels of language acquisition. Several examples of students' papers and their oral performances will be presented, discussed and commented on.

Gondová, Danica

Žilinská univerzita

Target audience: US

Testing Oral Skills

The workshop focuses on three different task types used for testing oral skills in the internal Maturita examination. It deals with the differences in language elicited in the three different tasks, is concerned with advantages and disadvantages of the tasks, and discusses how the various tasks can influence the performances of individual students and their achievements. The workshop also deals with the roles and behaviour of the assessors and the interlocutor.

Jon Hird

I divide my time between teaching and writing ELT materials in Oxford UK, where I have taught for about fifteen years. During this time I have also taught in Paris, Macedonia and very briefly in India and Vietnam while travelling through. I have authored or contributed to several ELT books, including *the Inside Out*, *In Company* and the soon-to-be-published *Move* series as well as a number of other ELT resource books and Internet-based writing projects. I particularly enjoy giving talks and workshops in different countries and meeting the teachers and students, that may, or may not, use our books. I enjoy the challenge, in both my writing and teaching, of trying to make classroom activities as meaningful, engaging and as enjoyable as possible. My ambition is to one day find the time to pick up my drumsticks and play the drums again.

Hird, Jon

Macmillan

Target audience: US, T, PLS

Move up, down and inside out

I grammar, you grammar, he grammars, she grammars... This session addresses the questions of what is grammar, how we learn it and how this can be reflected in the classroom. We will look at a range of practical classroom activities and techniques that make practising grammar more meaningful, memorable and fun.

Target audience: T, PLS

Teaching In Company

What exactly is Business English? What is the tip of the iceberg? And where do horoscopes, seafood and Chardonnay fit in? This practical session explores these questions by drawing on the features and ethos of *In Company*, the Business English Course from Macmillan.

Target audience: all

How a dictionary works, starring the MED.

Is I or you more common in English? Which day of the week is most and least mentioned? What is the favourite word of learners of English? This session focuses on how a dictionary is put together, what features a good dictionary should have and how to make the most of one in class. There is also a quiz with a dictionary as the prize!

Hlubeňová, Lucia

EU, Ústav jazykov, Bratislava, Macmillan ELT Consultant

Target audience: LS, US, T, PLS

Culture Shock

For the past thirty years psychologists and anthropologists have been studying the reactions and experiences during the first few months in a new country of travellers, diplomats, business people and international students. Research has proven that what most of people have in common is a series of reactions to the new culture. Culture shock might affect people to different degrees, but there is a predictable sequence of stages that people undergo. Learn how you can teach this interesting issue in your class.

Target audience: LS, US, PLS

Be Inspired

Do we teach enough culture or is there no time left for this issue? How to find the right and appropriate balance between the Slovak culture and the culture of Anglophone countries? We will try to answer all the questions above and you can acquaint yourselves with the new activities which will help you to teach culture in your class.

Target audience: LS, US, PLS, T

Miss Textbook 2006

Have you ever chosen a text-book which did not fulfil your expectations? Are you satisfied with your present text-book? What criteria do you have for selecting your text-book? During this presentation you will learn how to choose a text-book which would later become your "Miss".

Susan House

Susan House works as a teacher trainer in various countries including Spain, Italy, Portugal, Colombia, Argentina and Brazil. She works for the local education authorities in the different regional administrations in Spain. Her areas of expertise include:

Early reading skills and phonics.

Process writing and creative writing.

Common Language frameworks and portfolio assessment.

CBI (Content based instruction).

Assessment and evaluation (Oral and written).

Bridging the gap (strategies for the transition from primary to secondary).

She is the co-author of Story Magic, a primary course from Macmillan.

House, Susan

Macmillan

Target audience: P, LS

Songs as a vehicle for language learning

In this session we are going to look at ways of using songs for language learning both in terms of developing different skills and in terms of tracking language progression. We will be using songs to work with: memory, pronunciation and intonation, movement to demonstrate meaning, songs to work with the progression of language learning through oral recognition to free production of new language. There are a lot of songs available and it can be difficult to choose the most appropriate. We want to use songs that will maximise the possibilities of language learning so we will be working with songs that have been specially written for teaching English.

Target audience: P, LS

Talking tasks

As we work through the target language for each unit of work there comes a point when we want the pupils to start using the language for oral communication so that it doesn't just settle into some far corner of their minds as abstract theory. This means setting up an activity in which the pupils will use the target language to communicate with each other. Young learners find it much easier to do this if we set them up with a communicative purpose and especially if they have something physical to use. This is where cut outs and craft type activities come into their own in the classroom. In this session we will be looking at these activities and analysing the development of communicative skills.

Target audience: P, LS

Story based learning

In this workshop we will be examining the following questions: What is story based learning? – Why are stories are good vehicle for language learners? – What are the characteristics of young learners? – How do I tell a story? – How can I address all the skills? – How can I use multidisciplinary links? – How can I integrate cross curricular issues? We will be working with a story for primary school students and seeing how to exploit the story in the classroom.

Hrašková, Eva

freelance

Target audience: P

Little Bugs in our classrooms

Being a teacher of 6-7 year olds sometimes reminds me of standing in the middle of a busy and noisy anthill. You can't possibly get rid of them but there are some ways how to stop them „biting you“ and make your life easier. Just offer the ants what they like, bring their attention to something better than your nerves and you might be as happy as them. There are things and activities which always keep my children talking English (drilling some grammar or learning a nice bunch of new words while playing) – and me feeling happy with my „little bugs“.

Fergal Kavanagh

Fergal first started collaborating with Macmillan in 1996, and has given talks throughout Italy, Bulgaria, Turkey and Ireland. This is his first visit to Slovakia. He currently teaches at the Università degli Studi di Napoli "L'Orientale", Italy, but through his website www.tuneintoenglish.com he promotes the use of songs as his preferred method of teaching.

Kavanagh, Fergal

Macmillan

Target audience: US, PLS

Inspiration

Thomas Edison said "Genius is one percent inspiration, ninety-nine percent perspiration". The great inventor died in 1931, but if he were alive to see Macmillan's latest title, he would certainly greatly reduce the ratio - using Inspiration in the classroom will reduce your students' English language learning perspiration! We take you through a sample unit to show you how to get the most from the book.

Target audience: US, PLS, T

Culture Begins At Home

Can we teach Culture effectively if students don't first understand their own culture? This workshop suggests reflecting on the home culture while looking at those of English-speaking nations.

Target audience: all

Tune Into English

One of the best ways to involve students in the learning process is to use music and song. We show how songs fix vocabulary and structures into long-term memory and look at practical examples that you can use in your classroom.

Philip Kerr

Philip Kerr is a well-known writer of English language teaching materials and he is the main author of Straightforward, the new series of coursebooks from Macmillan. His work as a teacher, teacher trainer, director of studies and university lecturer has taken him to many countries around the world. He currently lives and works in Brussels.

Kerr, Philip

Macmillan

Target audience: all

The role of affect in learning to speak

Getting students to speak at all in class can be hard enough. Getting students to take part in fluency activities can be harder still. A lot depends on how students feel about the classroom environment and the activities which we ask them to take part in. Teachers cannot control how students feel, but there is much that we can do to influence their feelings. Using illustrations from Straightforward, the new coursebook for adults and young adults from Macmillan, this workshop will explore how the teacher's management of classroom speaking activities can encourage both language development and learner autonomy.

Target audience: US, PLS, T

You can't do that!

The world of English language teaching has seen many changes in the last twenty years, as new fashions come and old fashions go. For example, communicative language practice, authentic language examples and guided discovery techniques are currently held up as examples of good practice, while the use of mother tongue, translation and dictation are often disapproved of. This talk will re-evaluate a variety of both fashionable and unfashionable classroom activities and suggest that we should be very cautious about following passing fashions. The talk will be illustrated with activities from Straightforward, the new coursebook for adults and young adults from Macmillan.

Target audience: US, PLS, T

A licence to drill: a reappraisal of controlled practice

Controlled practice is usually seen as a classroom activity that belongs to a traditional product-oriented approach to language teaching. After a brief consideration of the differences between product-oriented and process-oriented approaches, this talk will explore a variety of controlled practice activity types and reappraise the value of such tasks. The talk will be illustrated with activities from Straightforward, the new coursebook for adults and young adults from Macmillan.

Krajňáková, Daniela

Macmillan Slovakia

Target audience: PLS, T

Move

Do you struggle to finish your coursebook in time? Do you teach in short courses or do you have only a few lessons a week? Move, a new Macmillan coursebook, is the solution to your problems. It is suitable for language schools, universities and company courses.

Matuška, Ondřej

Macmillan Czech Republic

Target audience: all

Free Resources on the Internet: onestopenglish.com

The talk introduces www.onestopenglish.com, a website for teachers of English, where users can download hundreds of ready made materials. The themes range from teaching children, speaking lessons, teaching vocabulary to ESP and exam preparation. All services are provided free of charge. Come and learn how you can save time and effort if you become regular users!

McCullough, Paul

freelance

Target audience: US, PLS, T

Inside Out - the Nickel Tour

During this interactive session we will look at the features that have helped to make Inside Out one of the best selling titles from the Macmillan list. As usual, we will learn by doing. So, come prepared to talk!!!

Rebrová, Alena

The British Council, Slovakia

Target audience: all

British Council activities in Slovakia

The presentation is aimed at those teachers and educators who want to gain an insight into the British Council activities in Slovakia. It will highlight the work we do for teachers of English. It will inform the audiences of planned developments and will outline our future projects in Slovakia.

Ken Wilson

Ken Wilson is a teacher trainer and an author of ELT materials with more than 20 titles to his name, including Move Ahead, the five-level series for upper primary and secondary published by Macmillan. His other Macmillan book projects include New Standard English, an 11-level Senior High series for China and Prospects, a six-level secondary school course for Central Europe. He is also co-author of English Sketches, two books which contain transcripts of 32 sketches by the English Teaching Theatre, and accompanying drama material.

In addition to print materials, he has written more than 100 radio and TV programmes for BBC English, including 50 radio scripts for the Follow Me series and 30 Look Ahead TV scripts. Until 2002, Ken was artistic director of the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English. The ETT made more than 250 tours to 55 countries, in Europe, Latin America, Africa and the Far East. The stage-show was discontinued in 2002 but ETT performers continue to give drama workshops and courses all over the world.

Ken is a regular at IATEFL and TESOL conferences around the world, usually giving workshops on music and drama in ELT. He has also given conference plenary talks in many countries, including Argentina, Brazil, China, Greece, Korea, Turkey and almost everywhere in Central and Eastern Europe. He has worked as a writer and adviser on ELT television projects in many different countries, including Poland, Portugal and the Netherlands. He wrote and presented a series of drama training programmes for Polish TV, which was first broadcast in 1997 and has been shown several times since. In 2005, he worked on UK TV Channel 4's first-ever ELT TV series, Extra English.

Wilson, Ken

Macmillan

Target audience: all

Chair, charity, charismatic – does the method of teaching new words change as the students move up a level?

Teaching vocabulary is pretty important - you can't do anything without words, and students won't make any progress without a constant stream of new ones. But for some students, words get harder the more you learn. Why should this be? It is because more complex words are more difficult to learn? Or is it that we aren't teaching them right? Why is it that young learners seem to remember how to use simple words like 'chair' very easily, whereas older learners might know what words like 'charity' and 'charisma' mean, but can't pronounce them correctly, don't know the adjectival forms and can't collocate them? Is it simply a matter of teaching collocations rather than words? Or do we need to go back to primary level, and remember what it was that made words so memorable for younger learners? Most important - how can we get the students actively involved in learning new words? And what can we do to help students memorise words?

Target audience: US, PLS

Having fun with active grammar

In this workshop, Ken looks at grammar in the same way he looked at vocabulary in his plenary. He will try to show how you can make grammar more active and involving for the students. He will show how to devolve more responsibility onto the students for input lessons and turn grammar teaching into a dialogue of discovery. We will look at ways of exploiting the abilities that students have (and teachers often don't) to draw pictures, to mime, to indicate emotions with facial expressions, to make sounds and to act as trees. Yes - act as trees. I promise it will all make sense!

Target audience: all

Giving something extra

Grammar, vocabulary, tests, exams - is that all there is to English classes? Thankfully not! There are lots of extra activities, designed especially to fill those moments when energy levels (of teachers and students) are low. . Every teacher needs a portfolio of extra ideas to waste, sorry, to FILL a little time here and there. Today, Ken will try to add 10 brilliant ideas to your list of extra time-fillers.