



ELT Ideas 19

15. konferencia vydavateľstva Macmillan Education

27.4.2019 (sobota) – Žilina



"Advancing Learning"

Žilina

9:00 – 16:00

www.macmillan.sk/konferencia



Žilinská univerzita v Žiline,
Univerzitná 8215/1, blok AC
Žilina

Programme:

8:15 - 8:45 - registration
9:00 - 10:00 - plenary talk
10:00 - 10:30 - coffee break
10:30 - 11:30 - workshops
11:40 - 12:40 - workshops
12:40 - 13:30 - lunch break
13:30 - 14:30 - workshops
14:30 - 15:30 - raffle + surprise session
Book exhibition available all day

Lektori:

Karolina Kotorowicz-Jasińska
Joanne Ramsden
Daniela Clarke
Eva Balážová
Martin Jelínek

Prihláste sa najneskôr **do 23. apríla 2019** na:
www.macmillan.sk/seminare-registrace



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Karolina Kotorowicz-Jasińska

Karolina Kotorowicz-Jasińska is an experienced teacher, teacher trainer and ELT author. She holds a PhD degree in applied linguistics. Her teaching practice began for good when she was still a student and discovered that teaching English is great fun. Since then she has had an opportunity to work with different age groups at all proficiency levels. For many years Karolina has also been doing her best to unravel the mysteries of ELT methodology to students of the English departments in several Polish universities.

In her private life, Karolina is mainly a full-time mum, who is desperately trying to improve her still pre-intermediate yet ever increasing parenting skills.

Plenary: **ALL**

'To err is human...' On mistakes and feedback.

One thing is common to all learners – they make mistakes. Whatever the age group, whatever the language, mistakes seem ubiquitous. It is up to us, teachers, what to do with them. Correct? Ignore? Make them the basis for a language activity? There are many considerations to be given to whether to respond to learners' errors, and many factors will influence such decisions. And while in everyday classroom these judgements are made somewhat impromptu, it is worth pondering over the matter (after all, it is not only intuition, but also intellectual thought that makes good teachers). Hence the session will focus on the types of mistakes that learners make, the reasons why students have difficulties in getting something right. It will also give a thought to the problem of fossilisation and revisit the issue of accuracy and fluency as important factors in error correction.

Target audience: **Primary / Upper-Primary**

Beyond Grammar. On developing YLs' cognitive competence

The recent technological advancement has brought some new challenges that we as teachers have to face. Not only do we have to teach the language itself, but we also need to introduce our students to various methods of organising their knowledge, show them how to categorise it as well as guide them so that they gradually learn how to distinguish facts from opinions and analyse data. My workshop will provide you with some very practical ideas on how to blend all these crucial skills together, so that children develop cognitive skills along with their language fluency. This will make them more and more conscious language users as years go by. A lot of my examples will come from Academy Stars, a great new primary learner series published by Macmillan.



Joanne Ramsden

Joanne Ramsden works full time in a Spanish state school as part of the MECD-British Council Bilingual Project. She is currently teaching Science, Arts and Crafts and English Language in lower primary. She is the author of Macmillan Natural & Social Science 1 & 2, Magic Phonics, and is also co-author of Play with Patch and Patch the Puppy 1 & 2 and Give me Five! levels 1-4. She has been involved in the local training programme for Bilingual Schools since it began in 2009 and has given training courses on Synthetic Phonics, CLIL methodology and Arts and Crafts both nationally and internationally..

Target audience: **Pre-Primary/Primary**

Cooperation and communication: hand in hand, together we can!

The development of effective communication and cooperative skills is essential for modern life. Cooperative learning encourages participation and allows every learner to make an active and positive contribution to the class. We will explore practical activities to ensure our students begin to communicate confidently through engaging tasks.

Closing Mini Plenary: **Primary / Upper Primary**

Skills for a changing world

We know that today's learners are growing up in a different world to the one we grew up in. In this practical session we will consider how we can support children in developing the necessary skills for our inter-connected age. These include communicating and collaborating with others, thinking creatively and critically, and working to become caring global citizens.

Daniela Clarke



Daniela Clarke is a teacher, teacher trainer, ELT writer and subject learning coach. She has been involved in ELT for over 20 years, mainly in the UK and the Czech Republic. Her teaching experience ranges from young learners to adults of all language levels and competences, and her teacher training experience covers training on the Trinity Cert TESOL and Exam Assessors Courses. Daniela currently works as a teacher trainer and an ELT consultant, and presents regularly at ELT conferences in Central and Eastern Europe. She is especially interested in the theory of learning, motivational teaching strategies and tactile learning.

Target audience: **Secondary**

Energising Teens with Games, Music and Video

Have you run out of ways to keep your teenage learners focused, motivated and excited about learning? Come and get some new ideas for using games, music and video in the classroom. You will walk away with flexible activities up your sleeve that require little or no preparation, and can be integrated into day-to-day coursebook lessons.

Target audience: **Adult**

Principles of Business Communication

Effective and efficient communication is the cornerstone of successful business. This seminar aims to show how we can help learners on business English courses improve their communication skills with a particular focus on the use of appropriate language and soft skills needed for successful business communication.



Eva Balážová

Eva Balážová is a qualified teacher of English and Slovak languages with a long time of teaching practice. She has been doing teacher training alongside teacher work since her university studies. She is a certified OTA trainer and has delivered methodology workshops for Macmillan, FLP and other institutions. Currently she is running her own private language school Lingua Credo in Zvolen, where she deals mainly with primary and secondary students and exam preparation.

Target audience: **Upper Primary / Secondary**

Video in language teaching

Video is becoming an integral part of every modern coursebook nowadays. This workshop reveals various roles that video materials play in language teaching. The question is how can we make the most of it? Sample video activities can inspire teachers to use the recordings effectively for building both listening and speaking skills with students.



Martin Jelínek

Martin Jelínek has over 15 years' experience in ELT as a teacher, teacher trainer, academic manager, and educational consultant in Europe and Central America. Martin's main specialisation is in secondary and adult language teaching where he focuses on teaching and learning innovation, communication and presentation skills. Besides running his own business, Martin is also an active Cambridge Oral Examiner. He is listed with Macmillan Education as a freelance Teacher Trainer and regularly delivers talks/workshops at venues at home and internationally.

Target audience: **Upper-Primary / Secondary**

How to help teens with their speaking - for exams and beyond

Speaking, like any other life skill, needs time and practice to develop. However, as we know it, practice does not always make perfect. Our teenage students may be quite willing to speak, but they will not always be precise and accurate enough to do well in an exam. As current research shows, in order to develop and refine a skill, it is not enough to repeat the same tasks over and over again mindlessly (as is often the case with oral exam tasks). When engaged in a speaking task, students need our feedback, but they also need to be able to monitor themselves and reflect on what they are doing. As always, the question is how. That's just what I intend to deal with in this session. I'll argue that we need a clear, well-structured, step-by-step approach, which cares both about micro- and macro-speaking skills, and which develops accuracy and fluency at the same time.

Closing Mini plenary: **Secondary/Adults**

How to develop real interactional speaking skills with (young) adults

Understanding and engaging in 'real' conversations can be a huge challenge for our students. This workshop is going to uncover what interactional speaking is and what strategies and sub skills it involves. As well as important interactional strategies, we will examine some key lexical chunks and pronunciation areas that can positively impact on the success of our students when participating in authentic conversations. We will explore how to exploit a listening or a short video to help students notice these features of 'real' conversations. Using examples from Language Hub, we will look at classroom activities to practise interactional speaking and discuss appropriate feedback methods. We will conclude with some ideas on how to help students develop these areas outside the classroom.

Vysvetlivky

P — MŠ a 1. stupeň ZŠ (Pre-primary and Primary)

UP - 2. stupeň ZŠ, 8ročné gymnázia (Lower Secondary/Upper Primary)

S — stredné školy (Upper Secondary)

A — Adult (jazykové školy, vysoké školy, výučba dospelých)

E — skúšky

ALL — pre učiteľov angličtiny všetkých typov škôl

Mapa Žilina:

