

22nd

International *IATEFL*

Slovenia Conference

5th - 8th March 2015

Terme Topolšica

Adopt, adapt, improve

TWin

odlični izleti v London!

Twin, Zemljemerska ulica 12, 1000 Ljubljana
Tel.: 01 280 28 20, 080 1025, 040 187 830
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Turistična agencija TWIN se s kulturno-izobraževalnimi potovanji ukvarja že 18. leto. Ker v Veliko Britanijo potujemo pogostejše kot večina ostalih slovenskih organizatorjev potovanj, ponujamo odlično in preverjeno izvedbo. Naše cene tudi že vključujejo javni prevoz in obvezne vstopnine. Cene so odvisne predvsem od termina odhoda in vaše fleksibilnosti pri odhodu.

„Večkrat sem brskala po vaši spletni strani, a je bila do nedavnega še zastarela, s programi iz pred let, ko sem še sama spremljala učence v VB. Danes pa sem nad prenovitvijo navdušena! Svetovala bi vsem učencem, dijakom (ki še niso potovali s Twinom) in njihovim staršem, naj se za tovrstno izkušnjo čimprej odločijo. Res je, da takšno potovanje oz. tečaj nekaj stane, a je vredno vsakega vplačanega centa. Investicija v znanje (pa naj bo to tečaj jezika ali zgolj spoznavanje dežele, njenih navad in kulture) je edine naložba, ki se splača. Sama sem učenca (kot učitelj spremljevalec) spremljala dvanajstkrat, pa mi je žal, da nisem začela že prej. Kdor ima rad angleščino, je pot v njeno matično deželo neizbežna. Ko pa te dežela premami, ko vzljubiš njeno kulturo in blagovročnost jezika, se vedno znova vračaš. To je kot ljubezen. Sedaj sem v pokoju, najbolj od vsega pa pogrešam potovanja z učenci. Ni lepšega kot poslušati navdušene starše, ko jim njihovi otroci ob vrnitvi iz VB po prihodu še dolgo v noč ne dajo spati, ker jim pripovedujejo o svojih izkušnjah. Skoda, da ne obstajajo programi za starejše. LP“

Pavla Štepic, Zagorje ob Savi.

Zakaj s Twin-om v London:

1. Pogosti in redni, zagotovljeni odhodi v London. Twin organizira šolska potovanja v London že 18 let, v povprečju imamo na mesec vsaj 3 zagotovljene odhode v London.
2. Odlično vodstvo. Pri Twinu se zavedamo, da je odlično poznavanje običajev in turističnih znamenitosti Londončanov le prvi korak k odlični izvedbi. Naši vodniki imajo dolgoletne izkušnje pri vodenju šolske mladine, zato odlično poznajo vse sestavine programa, saj jih sami pripravljajo. Tudi zato je vodenje/izvedba toliko bolj fleksibilna glede na želje skupine. Naj še omenimo, da boste v Sloveniji težko našli vodnike, ki v London vodijo tako pogosto kot Twinovi vodniki.
3. Nastanitev, ki presega običajno turistično kategorijo. Pri Twinu se zavedamo, da je dober spanec pomembna sestavina izleta. Vsi naši hoteli so hoteli s 3* in pri večini udeležencev presežejo njihova pričakovanja. Kot specialist za London lahko zagotovimo vsaj en bogat angleški zajtrk (običajnih zajtrki v Londonu so skromni kontinentalni).
4. **Nikoli naknadno ne spreminjamo pogojev.** Naša cena je vedno znana že ob prijavi in se nikoli ne spremeni zaradi spremembe

cen dobaviteljev, goriva, manjšega števila prijavljenih ali drugih razlogov v drobnem tisku.

5. Vedno ponudimo kakšno dodatno storitev – brezplačno. S program zagotavljamo minimalni obseg storitev oz. ogledov, vendar nikoli ne izvedemo samo minimalnega obsega – vedno, pri vsaki skupini dodamo nekaj posebnega, kar ni zapisano v programu. Prav tako v naših programih nikoli ne zapišemo "če bo čas dopuščal", kajti vse naše programe vedno v celoti izvedemo. In ker si London zelo pogosto ogledujemo, poznamo tudi optimalno zaporedje ogledov brez nepotrebnega hitenja.
6. Vsaj 183 osnovnih in srednjih šol je že potovalo z nami. Več kot 50 šol potuje vsaj enkrat povprečno na vsaki 2 leti. Če želite neobvezujoče vzpostaviti stik z organizatorjem na eni od šol, ki je že potovala z nami, vam bomo z veseljem posredovali kontakt.
7. Ponujamo 4-dnevni program, kjer je zajamčeno potreben le en dan izostanka od pouka.

Več informacij na www.twintur.com ali na brezplačnem telefonu 080 1025 ali v poslovalnici na Zemljemski ulici 12 v Ljubljani.

Dear participants,

Welcome to our 22nd annual conference. We are all so happy you have decided to experience what has now been dubbed “The coziest conference in Central and Eastern Europe”.

Our dedicated team of volunteers lives and breathes this conference. It is the culmination of our year’s efforts, the largest independent event for teachers of English in Slovenia. And to think, it is organized by people like you and me!

When I was very young, I always figured big teaching events are organized by a team of special, almost saintly people who run around in their ties and power suits, talking into their cell phones and jotting things down in their Moleskine diaries.

Now, I am older and wiser and know that such events are organized by hyperactive teachers running late for a meeting while simultaneously planning lessons and making lunch for their kiddies. Sometimes there is a power suit involved, but more often it’s sensible shoes and lots for unassuming bits of paper with phone numbers, emails and notes, sometimes in crayon because that is what was handy.

We do it because we know we all deserve it. We need this time together to reflect back on our careers, to hear the other side of the story, to gain new perspectives and, time permitting, to have a little swim or a short trip to the sauna.

We are volunteers, and we are proud of it.

Yours as always,
IATEFL Slovenia team

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U.S. Embassy
Ljubljana

Acknowledgments

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Programme Changes & Cancellations

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

Registration Opening Times

Thursday	5 th March	14.00 – 17.00
Friday	6 th March	08.00 – 09.00
Saturday	7 th March	08.00 – 09.00

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

Please leave the plastic name tags at the registration desk before leaving so they can be reused next year.

Raffle

Each raffle ticket is a mini quiz and our exhibitors will be happy to give you answers. The raffle will be in several parts, so it will be shorter and on the program every day, so that even more participants can be part of it. You can buy the tickets at the registration desk.

Coffee Breaks

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

Lunch Break

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

Q&A

After each plenary there is the Q&A session where you can talk to our guests and get the answers to your questions. But even if Q&A session is not on the program, feel free to use room 2 for additional questions. The key is at the registration desk.

Members of the Organising Committee for the Conference

Lea Sobočan
Mojca Oblak
Jasna Džambić
Janja Čolić
Mateja Kores
Polona Šivec
Teja Podgrajšek
Nataša Meh
Sandra Vida
Alenka Tratnik
Dragana Stegić

iatefl Slovenia
www.iatefl.si

Thursday, 5th March 2015

TIME		AUDIENCE	ROOM
14.00 – 17.00	Registration of the participants		
16.30 – 17.00	Official opening of the conference		
17.00 – 18.00	Mojca Belak Teachers 1-0 Nightingales		
18.15 – 19.00	Christine Coombe Do you have what it takes? Assessing your leadership potential	all, ws	<i>plenary hall 1</i>
	Joseph Oliphant Cognitive Academic Language Taxonomy – Synergy for Academic Excellence	sec, adults, ESP, T	<i>plenary hall 2</i>
	Mojca Belak Q&A		<i>room 2</i>
	Vesna Gros How to encourage learner autonomy with an e-portfolio	prim, sec, T	<i>room 3</i>
	Agnieszka Kruszyńska Give science a chance	yl, prim, ws	<i>room 4</i>
19.00 – 20.00	Dinner		
20.00 – 21.00	International get-to-know-each-other evening with Mark Andrews and Rakesh Bhanot Launch of the SEETA literature project		<i>plenary hall 1</i>
21.15 – 22.00	Mark Andrews We are all in the pool together, but some of us are looking at the stars		

(Swimming pool will be open until midnight just for the IATEFL Slovenia conference participants)

Friday, 6th March 2015

TIME		AUDIENCE	ROOM
7.00 – 7.30	Morning gymnastics in the pool		
8.15 – 8.45	Tanja Stare Pušavec A new way to start the lesson - phrase of the day	prim, ws	<i>plenary hall 2</i>
	Sema Turan, Suleyman Turan Increasing Learner Involvement and Autonomy through Task Based Learning	adults, T	<i>room 3</i>
	Bojana Nikić Vujić CLIL Revisited	yl, prim, ws	<i>room 4</i>
8.45 – 9.00	Welcome, Changes etc.		
9.00 – 10.00	OPENING PLENARY Erika Oswath: Exploring the world of rhymes and rhythms		

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

TIME		AUDIENCE	ROOM
10.15 – 11.00	Steve Lever Brain Rules	all, T, comm	<i>plenary hall 1</i>
	Stephanie Clarke English in Action: Fun and Games to Motivate Speaking in the Classroom	all, ws, comm	<i>plenary hall 2</i>
	Erika Osvath Q&A		<i>room 2</i>
	Maja Jerkovič Gamify your classroom	sec, all, ws	<i>room 3</i>
	Andreja Drašler Zorič Creative writing and storytelling with story cubes	prim, ws	<i>room 4</i>
11.00 – 11.30	Coffee break		
11.30 – 12.30	Jean McCollister Who let the dogs in? Unleashing students' potential with BammBamm	all, ws	<i>In the house</i>
	Erika Osvath Putting Words to Work – Helping Learners with Vocabulary	all, ws	<i>plenary hall 1</i>
	Barbi Bujtas Four YouTube genres to spice up your lessons	all, ws	<i>room 3</i>
	Tjaša Lemut Novak Toys Trigger Tasks	prim, ws	<i>room 4</i>
12.30 – 13.30	Lunch		
13.30 – 14.00	Amal Kumar Smart teaching for smarter learners – an introspection	sec, adults, ws	<i>plenary hall 1</i>
	Sabina Skenderović All senses alert!!!	vyl, yl, T	<i>plenary hall 2</i>
	Jaka Črešnar I Can't Get No (Correct English)	all, T	<i>room 3</i>
	Andreja Lakner, Andreja Muhvič Cross curriculum Universe	prim, ws	<i>room 4</i>
14.15 – 15.00	Stephanie Clarke The Power Of Your Word And The Law Of Attraction	all, ws	<i>plenary hall 1</i>
	Mark Andrews Slovenes in Devon, Slovakia and Serbia. The Sunny Side of SOL	all, T	<i>plenary hall 2</i>
	Q&A - Secondary school competitions		<i>room 2</i>
	Dragana Stegić Critical thinking - bringing the world into your classroom	all, ws	<i>room 3</i>
	Renata Krivec Writing and ePortfolio	all, ws	<i>room 4</i>

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TIME		AUDIENCE	ROOM
15.15 – 16.15	PLENARY Christine Coombe: Professionalizing your English language teaching		
16.15 – 16.45	Coffee break and raffle		
16.45 – 17.45	Gordon Knowles Watch, listen, and share! Using vox pop video on topical issues.	all, comm	<i>plenary hall 1</i>
	Mija Selič Global approach in teaching young children	LIVE LESSON vyl, yl, prim, ws	<i>plenary hall 2</i>
	Christine Coombe Q&A		<i>room 2</i>
	Peter Cigrovski Looking for the ideal husband?	sec, T	<i>room 3</i>
	Andrea Fischer Something Old, Something New: Motivation Revisited	sec, ws	<i>room 4</i>
18.00 – 18.45	Marjorie Rosenberg NLP in the English Classroom	sec, adults, ws	<i>plenary hall 1</i>
	Karen White Listening and speaking can be fun!	sec, adults, ws	<i>plenary hall 2</i>
	Q&A - Primary school competitions		<i>room 2</i>
	Tijana Tasković Development of discourse skills through the use of experiments	yl, prim, ws	<i>room 3</i>
	Lisa-Ana Mislej Teaching with Humour: the Difference between British and American Comedy	all, ws	<i>room 4</i>
18.50 - 19.15	Janja Čolić Teaching English as Individual Lessons as a Part of Additional Professional Help (DSP)	prim, T	<i>plenary hall 2</i>
	Irena Kragel EFT and Gamma healing technique	all, ws	<i>room 2</i>
	Mija Selič Q&A after the live lesson		<i>room 3</i>
	Maja Štekovič Language Improvement with Snippets of Amish Paradise	sec, adults, ws	<i>room 4</i>
19.15 – 20.00	Dinner		
20.30 – 23.00	Social evening – THE ULTIMATE PUB QUIZ (cosponsored by the British Council)		

AGM

All members of the association are kindly invited to the Annual general meeting on Saturday. Vsi člani društva ste vljudno vabljeni na letno skupščino društva v soboto ob 13.45.

- Dnevni red:
1. Potrditev zapisnika občnega zbora 2014
 2. Predstavitve članov novega Upravnega odbora in Nadzornega odbora ter koordinatorjev, tajnice in blagajnika
 3. Poročilo od delu društva v letu 2014
 4. Načrt dela za leto 2015
 5. Razno

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Saturday, 7th March 2015

TIME		AUDIENCE	ROOM
8.45	Announcements, changes		
9.00 – 10.00	PLENARY Marjorie Rosenberg: Getting unstuck – stretching out of our comfort zones		
10.15 – 11.00	Christine Coombe Best Practice in ELT: 10 Traits of a Highly Effective Teacher	all, ws	plenary hall 1
	Anikó Almási Visual Grammar	yl, prim, ws	plenary hall 2
	Marjorie Rosenberg Q&A		room 2
	Margarita Kosior, Dimitris Tzouris When ELT met TED	sec, adults, ws	room 3
	Ilhana Škrgić Win Your Students' Hearts: Fun with Idioms in the Classroom	prim, sec, ws	room 4
11.00 – 11.30	Coffee break		
11.30 – 12.30	Beatrix Price Boys and girls and everyone else' Classroom management in the YL class	vyl, yl, prim, ws	plenary hall 1
	Mike Harrison Looks good, sounds good: short form digital video in ELT	all, ws	plenary hall 2
	Katarina Oman What's so real about real life? Kristina Gregorčič Oscar Wilde's megamix	sec, adult, T 30 min sec, T 30 min	room 3
	Dijana Marković Hajdarhodžić, Azra Muhedinović Incorporating Cultural Identity in the EL Classroom	sec, adults, ws	room 4
12.45 – 13.45	Lunch		
13.45 – 14.45	AGM Annual general meeting alternatives + guided walk around the village + medico wellness shortened program 8 eur (min 10 people) obligatory registration		plenary hall 2
15.00 – 15.30	Maša Strajnšak Confessions of a former computer-game addict	all, T	plenary hall 1
	Lýdia Machová Five ideas to make your students autonomous	all, T	plenary hall 2
	Irena Kragel Achieving goals by reprogramming our subconscious mind with positive beliefs	all, ws	room 3
	Alan Paradiž INFOGRAPHICS - Oral presentations with a twist	all, ws	room 4

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TIME		AUDIENCE	ROOM
15.30 – 16.00	Coffee break + raffle		
16.00 – 17.00	PLENARY Chaz Pugliese: Teaching with Miles Davis: doing more with less		
17.15 – 18.00	Chaz Pugliese What really motivates my students?	all, ws	plenary hall 1
	Nora Tartsay Teaching online presentation skills	all, ws	plenary hall 2
	Elma Bešić Recycle and teach English with it	vyl, yl, prim, ws	room 3
	Elvira Hodžić, Ramajana Zahirović Different, But Equal / Understanding Individual Learner Differences Creativity in routine?	sec, ws	room 4
18.15 – 19.00	Margit Szesztay Widening Horizons with Youtube - Going Deeper	sec, adult, ws	plenary hall 1
	Real interactive chatroom & paraffin bath for your hands until 19.15 – bring a towel!	ws, prim	plenary hall 2
	Chaz Pugliese Q&A		room 2
	Dragica Zdraveska Unplugged lessons-creative solutions to the unexpected	all, ws	room 3
	Maja Jerkovič, Mark Andrews A T-shirt project that makes a difference	all, ws	room 4
19.15 – 20.30	Dinner		
20.30 – 23.00	Raffle main prizes + Social evening: Dancing the night away – all the moves that make you cool		

Sunday, 8th March 2015

TIME		AUDIENCE	ROOM
09.00 – 9.45	Daniela Valikova Teaching and learning in the zone	all, ws	plenary hall 1
	Nizama Muhamedagić Super Teaching with Mind Maps	all, ws	plenary hall 2
	Tina Blatnik Culture in the classroom	all, ws	room 3
	Alenka Gortan What does it take to catch an ideal husband?	sec, ws	room 4
10.00 – 11.00	CLOSING PLENARY Rakesh Bhanot: DITOW - dO iT tHE oTHER wAY		
10.15 – 12.00	Open space: time for reflection		plenary hall 1

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PLENARIES

Mojca Belak

Teachers 1-0 Nightingales

Power is what all teachers have, young or old, good or not so good, popular or not. Our employers may listen to us or push us around, decide to respect us or make us work more for less, but there is something they have absolutely no say in, and this is how we use our power in class. In my talk I'm going to remind us of our power and share some ideas where to channel it.

Biodata:

Mojca Belak became an IATEFL member when she graduated, long before the establishment of IATEFL Slovenia, and likes to think that she was the first Slovenian member of IATEFL. She was editor of IATEFL Slovenia newsletter (and gave it its present name, IN), and then of IATEFL Teacher Development Special Interest Group (TD SIG) Newsletter before she became coordinator of TD SIG. Now she is a member of Scholarship Working Party and Membership Committee, both within 'the big IATEFL' that is based in the UK. She teaches general English at the University of Ljubljana, and has run teacher-training courses, seminars and workshops in Slovenia, the UK (Pilgrims), Austria, Croatia, Lithuania, France and Portugal.

Mark Andrews

We are all in the pool together, but some of us are looking at the stars

As teachers are we just treading water to keep our heads above water? Do we go with the flow or do we swim against the tide? Soaking in thermal water at Europe's cosiest conference, night swimming, deserves a quiet night and a place at a conference. Mark Andrews will guide you through an evening of stellas and aquachats, immersed in water to gently massage both your mind and your body in a plenary with a difference.

Erika Osvath, OUP

Exploring the world of rhymes and rhythms

In our everyday teaching, we intuitively rely on chants as one of the most successful tools to get students to speak and help them remember new language. In this session, we will look at how chants and rhythm affect language acquisition and memory so that we can consciously build them into our lessons. We will also go through the specific steps of making your own jazz chant or rap song for any topic or language item, turning these language activities into memorable learning opportunities for students of any age.

Biodata:

Erika Osvath, MEd in Maths, DTEFLA, is a freelance teacher, teacher trainer, materials writer and co-author of the European Language Award-winning 6-week eLearning programme for language exam preparation. Before becoming a freelance trainer in 2009, she worked for International House schools for 16 years in Eastern and Central Europe, where she worked as a YL co-ordinator, trainer on CELTA, LCCI, 1-1, Business English, YL and VYL courses, and Director of Studies. She has extensive experience in teaching very young learners, young learners and teenagers. Her main interests lie in these areas as well as making the best of technology in ELT. She regularly travels to different parts of the world to teach demonstration lessons with local children, do workshops for teachers, and this is something she particularly enjoys doing as it gives her the opportunity to delve into the human aspects of these experiences.

Dr Christine Coombe, Dubai Men's College
Professionalizing Your English Language Teaching

Being a teaching professional is not simply about having the right teaching credentials and being in good academic standing, it involves a commitment to being innovative and transformative in the classroom and helping both students and colleagues achieve their goals. A dictionary definition of professionalism reads as follows: professionalism is the conduct, aims, or qualities that characterize or mark a profession or a professional person; and it defines a profession as a calling requiring specialized knowledge and often long and intensive academic preparation (Merriam-Webster, 2013). However, according to Bowman (2013), professionalism is less a matter of what professionals actually do and more a matter of who they are as human beings. Both of these views imply that professionalism encompasses a number of different attributes, and, together, these attributes identify and define a professional.

In this plenary session, the presenter(s) will review the literature on professionalism and present definitions of what it means to be a professional. Other content to be covered include the myths associated with professionalism and the challenges ELT educators face when being professional. General and field-specific strategies for improving one's professionalism will also be shared.

Biodata:

Christine Coombe has a Ph.D in Foreign/Second Language Education from The Ohio State University. She is currently on the English faculty of Dubai Men's College. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. Christine is co-editor of *Assessment Practices* (2003, TESOL Publications); co-author, *A Practical Guide to Assessing English Language Learners* (2007, University of Michigan Press); co-editor, *Evaluating Teacher Effectiveness in EF/SL Contexts* (2007, UMP); co-editor, *Language Teacher Research in the Middle East* (2007, TESOL Publications), *Leadership in English Language Teaching and Learning* (2008, UMP) and *Applications of Task-based Learning in TESOL* (2010, TESOL Publications). Christine's forthcoming books are on task-based learning and reigniting, retooling and retiring in English language teaching. Christine has lived and worked in the Arabian Gulf for the past 19 years. In this capacity, she has served as President of TESOL Arabia and as the founder and co-chair of the TESOL Arabia Testing Special Interest Group who organize the Current Trends in English Language Testing (CTELT) Conference.

During her tenure in the Middle East, she has won many awards including: 2002 Spaan Fellowship for Research in Second/Foreign Language Assessment; 2002-03 TOEFL Outstanding Young Scholar Award; TOEFL Board Grant for 2003-04, 2005-06, 2007-08 and 2009-10 for her work in delivering assessment training assessment in developing countries. Most recently she served on the TESOL Board of Directors as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year for 2003-04. She is currently TESOL President (2010-2013).

Christine Coombe's attendance
was kindly sponsored by



U.S. Embassy
Ljubljana

Marjorie Rosenberg
Getting unstuck – stretching out of our comfort zones

As our daily teaching schedule and all that involves takes up so much of our time and energy, we don't often have the chance to think about 'what else' we could be doing. We tend to stick to certain routines and sometimes don't take advantage of possibilities to stretch ourselves or take on challenges in other areas. This talk will explore the implications of this regarding our teaching styles, methods we are accustomed to using, the types of classes we usually teach, the technology we are comfortable with and a variety of choices available to us as ELT professionals outside the classroom. Some of the reasons we keep doing what we have always done will be discussed providing a basis for us to work together and come up with ways for us to 'get unstuck'.

Biodata:

Marjorie Rosenberg teaches general and business English at the University of Graz. She has published widely in the business English field and has authored two of the workbooks for the Cambridge University Press flagship series, Business Advantage. Marjorie has also written two books with photocopiable materials for business English instruction and wrote activities and 'jargon busters' for Professional English Online, the CUP website for a number of years. Her methodology book, 'Spotlight on Learning Styles' was published in 2013 by Delta Publishing. After serving as the Coordinator of the IATEFL Business English Special Interest Group (BESIG) and being on the IATEFL Membership Committee, she is currently the IATEFL Acting Vice President and will be taking on the Presidency at the Annual IATEFL Conference in April, 2015.

Chaz Pugliese***Teaching with Miles Davis: do more with less***

Throughout the years I have come to realize that the more I listened to Miles Davis's music, the more his approach influenced my teaching style. Despite his reputation, Davis wasn't a flashy or highly technical player. He was melodic and economical, and his approach has taught me a great deal about the power of concision, suggestion and space. His solos showed how measured, uncluttered phrasing increases rather than decreases the emotional impact. Which is why I started to experiment with economy as a form in my classroom, both as a teacher as well as a teacher trainer. Miles called this approach 'radical simplicity', some kind of ante-litteram dogme, maybe. In this participatory session I will talk about 'radical simplicity' and other ideas I have borrowed from Miles.

Biodata:

Chaz Pugliese, MA (Applied Linguistics) is a trainer, lecturer, presenter and author working out of Paris, France. Previously Director of Teacher Training at Pilgrims, UK, he is now self-employed and continues to collaborate with Pilgrims and to carry out consultancies for the British Council in China, namely. Chaz has trained hundreds of teachers all over the world, has been a keynote speaker at conferences in as many as 30 countries and has contributed over 60 articles and papers to all major ELT publications. His first book, *Being Creative: the Challenge of Change in the Classroom*, was published by Delta in 2010. His second book, with Zoltan Dornyei and Jane Arnold, *The Principled Communicative Approach*, has just been published by Helbling. He's co-founder, with Alan Maley, of the Creativity group. His research interests are: Motivation and Creativity, Corpus, Materials Development and Group Processes.

Chaz is a keen guitarist and likes any music that's real, honest and raw.

e-mail: chazpugliese@gmail.com

Rakesh Bhanot***DITOW - do IT THE oTHER wAY***

Each profession has its norms and conventions. Occasionally, however, it is useful to question the validity of what we simply take for granted. With this in mind, I will present a variety of activities which demonstrate that by doing 'the opposite' of what we normally do, or by 'doing it the other way', we can create greater interest in class and enhance learner motivation. In spite of what some ELT 'gurus' will have us believe, there is no one single (best) method for teaching/learning languages; or, indeed, for doing other things. One can cite examples from many fields where 'going against conventional norms' can often prove to be more effective than sticking to traditional practices. This presentation will demonstrate how a number of long-established ELT classroom activities can be rendered more challenging and pedagogically more effective when they are conducted in an 'other' (often the opposite) way. For example, 'highlighting' words in a text that one understands, rather than those that one does not, creates a different learning atmosphere; inviting learners to devise clues for a completed crossword puzzle (as opposed to filling in an empty one by responding to the given clues) can lead to more active learning; similarly, providing learners with answers and asking them to write appropriate questions is more effective than the usual pattern of asking them to respond to questions. The aim is to stimulate teachers and trainers to question what they do, and to consider ways of interacting with learners in more 'creative' ways.

WORKSHOPS in alphabetical order

Anikó Almási

Visual Grammar

Young learners, Primary school

Everyone has heard of a picture dictionary, but can you imagine teaching grammar visually? Even though we rarely talk about explicit grammar teaching in connection with young learners, in this workshop I would like to share some tried-and-tested activities where abstract grammar concepts such as word order or the tense system become tangible and memorable through visualization.

Mark Andrews

Slovenes in Devon, Slovakia and Serbia. The Sunny Side of SOL

All audiences, comm

SOL has enjoyed working with IATEFL Slovenia now for many years and we have welcomed teachers and students both in Devon and on our summer camps in Slovakia and Serbia. In this session we will talk about both the content and the impact of this work on teachers and opportunities for future work together.

Elma Bešić

Recycle and teach English with it

Very young learners, Young learners, Primary school

We don't need many things at home and throwing it away we aren't even aware how we can use it for our teaching. Bottles, boxes, wood, children toys that don't work anymore, etc. I see things around me and make them interesting and funny, and most of all useful in my teaching. And children like it too!

Tina Blatnik

Culture in the classroom

Primary school, Secondary school, Adults

Culture forms an integral part of the language learning curricula. Linguistic competence is not enough for successful communication in a foreign language, one also has to master the cultural contexts in which the language occurs. This workshop will provide supplemental activities which will make culture learning a consistent component of your language classes.

Barbi Bujtas

Four YouTube genres to spice up your lessons

Primary school, Secondary school, Adults

Learners tend to see school and learning as something ultimately boring, slow and flat. Most probably one of the websites they regularly visit is YouTube. The session will present you with some activities to harness the wow factor offered by four types of these short videos to increase engagement, highly in the spirit of videotelling.

Peter Cigrovski

Looking for the ideal husband?

Secondary school, Adults

The workshop/presentation that centres on Wilde's society play *An Ideal Husband* aims to provide you with hands-on materials that have already been used in the classroom and practical ideas on how to tackle the play. The materials that have been devised to explore the play and the two existing films and other video materials strive to provide a coherent insight into the play, making the teacher's job easier and more efficient. And, of course, you're welcome to share your ideas and thoughts, as well.

Stephanie Clarke**English in Action: Fun and Games to Motivate Speaking in the Classroom***All audiences, WS, comm*

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

Stephanie Clarke**The Power Of Your Word And The Law Of Attraction***All audiences, WS*

Do you sometimes lay awake at night worrying about your problems? Do you wish you had a magic wand and could change things for the better? Well, you do! Let Stephanie Clarke show you some tricks with language and some Law of Attraction processes which you can use immediately to create a brand new experience for yourself. Hey Presto!

Christine Coombe**Do you have what it takes? Assessing your leadership potential***All audiences*

Have you ever wondered if you've got what it takes to be a leader? In this presentation, you'll find out what leadership skills you already possess and learn which ones you'll need to work on before accepting or seeking a leadership or management position. Recommendations and success strategies will be offered for those who are actively seeking leadership or management positions.

Best Practice in ELT: 10 Traits of a Highly Effective Teacher

As ELT practitioners face the pressures of an increased workload, institutional accountability and continual change in curricula/assessment, the need for effective teachers has never been more important. In this session, the presenter explores the 10 characteristics that she finds essential for success in the classroom and in educational institutions.

Janja Čolić**Teaching English as Individual Lessons as a Part of Additional Professional Help (DSP)***Primary school*

Individual help is aimed to the students facing various deficiencies in the field of learning with only one goal: to reach a specially adapted minimum standard. Many of those students have problems with recalling (basic) vocabulary, are unable to understand grammatical rules and when to apply them, have difficulties understanding the instructions and cannot communicate in English at all. So where to start? How to help them? Which approaches to choose? What works?

Jaka Črešnar**I Can't Get No (Correct English)***Primary school, Secondary school, Adults*

I will present different songs from various artists which contain serious and minor grammatical errors that have since become part of everyday English. This will aid in presenting the next problem: speaking (and typing!) English well is perceived as unnecessary - especially on the internet - since "everyone knows English". But merely knowing it does not mean knowing it well.

Andrea Fischer**Something Old, Something New: Motivation Revisited***Secondary school*

Present day teenagers, the so called 'Z-generation' require somewhat different approaches and techniques to lift their 'affective filters' and keep them motivated in the English lessons. Especially those who are low-level, or very mixed-level and low-motivated anyway. In this hands-on workshop I wish to share those ideas and activities that helped me work with a 'difficult group' successfully, against all odds!

Alenka Gortan

What does it take to catch an ideal husband?

Secondary school

I would like to share my experience of how I introduced Victorian period and the play *An Ideal Husband* to my students of the fourth year before they actually started reading the play. The Victorian period will be introduced by a short quiz (pair work, witty and amusing questions, answers will be presented by means of power point presentation). Then a brief introduction to the play will be made. There will be ten topics given to students before they start reading the play.

Kristina Gregorčič

Oscar Wilde's Megamix

Secondary school, Adults

What music did Oscar Wilde listen to, and which songs was he an inspiration for? In my talk I will discuss what music meant to the author of *An Ideal Husband* and how his attitude towards music is reflected in his literary work. We will go back in time, exploring the great Victorian from a musical point of view.

Vesna Gros

How to encourage learner autonomy with an e-portfolio

Primary school, Secondary school

Mahara is a web application for creating electronic portfolios. Users of Mahara can upload files, write journal entries, embed videos and collaborate with other users in groups. The e-portfolio form also enables formative assessment through digital technology: students can plan and monitor their learning by working with computers, while teachers give feedback and encourage learner autonomy.

Mike Harrison

Looks good, sounds good: short form digital video in ELT

Primary school, Secondary school, Adults

Today, anyone can be a cameraman, comic and actor - all in the space of six seconds. Mobile technology has put the ability to record and edit video in the hands of smartphone users. But how can apps like Vine and Instagram be used to best effect in the classroom. Bring your mobile devices to this workshop and find out!

Elvira Hodžić, Ramajana Zahirović

Different, But Equal / Understanding Individual Learner Differences

Secondary school

This workshop will focus on individual learner differences. Every English class is mixed-ability class in terms of level of knowledge, aptitude, learning style, motivation and personality. This workshop will explore possible solutions and provide some activities that can be applied and adapted for different teaching contexts.

Maja Jerkovič

Gamify your classroom

Secondary school, All audiences

Entertainment has become a necessary ingredient in education. If lessons are fun, entertaining, vivid and inspiring, learners stay focused and do not lose interest within minutes. The idea behind gamification is to use game elements in non-game situations such as teaching with assigning badges, achievement marks, points, leaderboards and adding levels and challenges in order to stimulate and encourage learning. The overall objective of implementing game mechanics in the classroom aims to improve the engagement of learners.

Maja Jerković, Mark Andrews

A T-shirt project that makes a difference

All audiences

The world we live in is small and connected and whatever happens in our local environment makes an impact on what goes on in our classroom. By neglecting breaking news we can miss out on very important messages to pass on to our students. English teachers can be in a position to shape students' thinking by working on a carefully-designed project that really makes a difference.

Gordon Knowles

Watch, listen, and share! Using vox pop video on topical issues.

All audiences

The use of technology and its integration into the curriculum creates the opportunity to integrate short video clips, (with an emphasis on 'watch' as well as 'listen') into the English Language Teaching classroom. This talk will explore how short, carefully graded, 'vox pop' videos, can inspire students to discuss the topical themes presented. This, combined with the ability to share these views with learners of the same age and ability level throughout the world, can help provide opportunities for contextualised, meaningful language use. Free passwords to the site from which the videos can be sourced will be given to all teachers attending.

Margarita Kosior, Dimitris Tzouris

When ELT met TED

Secondary school, Adults

This workshop is the place where English language instruction and social media meet and thrive. It is the result of a cross-disciplinary dialogue between a multilingual English instructor and an instructional technologist who is also a member of the TEDxThessaloniki organizing team. TED is a platform that supports the growing community of educators who share ideas on teaching and learning through inspiring talks. With TED-Ed, these talks can easily become teaching content.

Irena Kragel

EFT and Gamma healing technique

All audiences

EFT is a technique which releases stress. Different kinds of stress that we experience are unconsciously saved by our brain. When some specific stressful event occurs that is connected to our past, we might feel uncomfortable, unhappy... With EFT stress becomes bearable and with practicing Gamma healing technique we become capable of setting and successfully achieving new goals.

Irena Kragel

Achieving goals by reprogramming our subconscious mind with positive beliefs

All audiences

In this workshop we test our beliefs and reprogramme our subconscious mind to achieve new goals by positive thoughts. Our beliefs make us achieve our goals, they show us how incredible we can be, and they determine the quality of our lives. By putting positive thoughts into our brain we can create and achieve new goals - the ones we have never dared - and we can do things that we have only dreamed of, for instance: transform our personality: from an always complaining teacher to a calm, satisfied person with many ideas that enjoys every single day - to goals beyond our imagination. You only need a few moments of every day life just for yourself to make it true. Because you are what you believe.

Renata Krivec

Writing and ePortfolio

All audiences

If you are looking for some practical ideas how to improve your students' writing skills with the help of different web applications or paper-based writing prompts and see some examples presented in an electronic portfolio, this is the workshop to go to. Welcome!

Agnieszka Kruszyńska

Give science a chance

Young learners, Primary school

Whether you are expected to teach CLIL or 'regular' English classes, science is your best friend. It is ideal for introducing some hands-on experience in the classroom, which helps retaining and understanding not only scientific facts, but also new vocabulary. Children are naturally curious about the world and making that knowledge available in your English class, will boost their motivation.

Amal Kumar

Smart Teaching for Smarter Learners – An Introspection

Secondary school, Adults

Generation Z is equipped with latest techno-gadgets. Spoken communication is making way for self-styled chatting and texting. Teachers are struggling to come out of the conventional mode of teaching. The challenge lies somewhere in between - what to ADOPT, why to ADAPT and how to IMPROVE so as to be ADEPT in becoming a better teacher for the coming generations.

Andreja Lakner, Andreja Muhvič

Cross curriculum Universe

Primary school

Our session will present an effective way of cross curricular work with students. We will talk about the subjects and themes students can be given, and the way they are assessed. An example of a student's work will be presented. Also, some of our students will share their thoughts about this kind of school-work.

Tjaša Lemut Novak

Toys Trigger Tasks

Primary school, WS

A stimulus can cause anything - when this is a toy, it triggers numerous fun as well as educational activities. Come to this workshop and "discover" what you can do with a plastic dinosaur, toy car, Barbie doll and a cardboard girl/boy in your classroom. Perhaps the presented activities (Dinoworld, my own dinosaur, car shop, eco-friendly car, a typical Barbie-day, a fashion show, Tina's/Tim's wardrobe, design an outfit for ..., etc.) are just what you need.

Steve Lever

Brain Rules

All audiences

To create a classroom environment that allows the brain to do what it does best, we need to take certain factors into consideration. When we begin to understand the workings of the mind, we can organize our classrooms in a way that is conducive to boosting brain power.

Lýdia Machová

Five ideas to make your student autonomous

Primary school, Secondary school, Adults

Would you like your students to work actively on their English outside of your lessons? To prepare some exercises for your lessons to practise new vocabulary? Would you like to step aside from the role of sole assessor and let your students pitch in? This practically oriented talk will provide five tips on how your students can do all that.

Dijana Marković Hajdarhodžić, Azra Muhedinović

Incorporating Cultural Identity in the EL Classroom

Secondary school, Adults

The aim of this workshop is to make participants/students aware of their cultural identity; develop the pride of their individual and shared cultural identity; develop respect for other cultures; provide ideas and materials for the participants to use in their own classrooms.

Jean McCollister

Who let the dogs in? Unleashing students' potential with BammBamm

All audiences

In the house on the hill outside!

How can therapy animals enhance language learning and classroom management? This workshop presents EFL activities I have developed involving the passive and active participation of my border collie Bamm Bamm, a certified therapy dog with the Slovenian animal therapy organization Tačke Pomagačke ("Helping Paws"). The activities have been used successfully with a wide range of learners in many different settings.

Lisa-Ana Mislej

Teaching with Humour: the Difference between British and American Comedy

All audiences

Liven up the class by comparing different types of comedy, watching stand-up and adding humorous exercises. How to do it? Come to my workshop, laugh with me and get a bunch of new ideas on how to make classes funny but still very useful.

Nizama Muhamedagić

Super Teaching with Mind Maps

Primary school, Secondary school, Adults

Do your students cope with grammar, vocabulary and speaking? What if there was an easy method that can help your students become more motivated, understand grammar and learn vocabulary more quickly, or engage even the shiest ones in speaking? Learn about radiant thinking and mind maps, and overcome everyday obstacles you encounter while teaching.

Bojana Nikić Vujić

CLIL Revisited

Young learners, Primary school

The aim of this workshop is to highlight the benefits of CLIL in ELT. It will focus on conducting science experiments while using English. The tasks will promote critical thinking (questioning, comparing, contrasting, categorizing, inferring), movement (TPR approach) and acquiring the real-life knowledge and language. It will involve the following stages: the quiz, treasure hunting, experiments, and experiments analysis.

Joseph Oliphant

Cognitive Academic Language Taxonomy – Synergy for Academic Excellence

Secondary school, Adults, ESP

This presentation explains a conceptual design and brief evaluation of a cognitive academic language taxonomy anchored in function and layered with academic vocabulary, mapping, affixes, formulaic sequences, corpus, and applications. Use/application of the taxonomy is powered by generative-use learning. The audience is high school or university instructors and prior knowledge of intensive English or English for academic purposes is essential.

Katarina Oman

What's so real about real life?

Secondary school, Adults

Real life is a popular phrase that refers to everything that is offline, and as such something that is superior to the online or virtual world. However, while modern people are becoming inherently digital almost since birth, an important question arises: Has virtual world increased in value to such an extent that it has made real life the new underdog?

Erika Osvath

Putting Words to Work – Helping Learners with Vocabulary

Primary school, Secondary school

This session explores some key factors that help learners remember vocabulary and takes participants through a series of activities with the help of a mini demonstration lesson that highlights the importance of making these cognitively engaging. Finally, a number of other activity types and techniques that help student retain and recall vocabulary are analysed, of course with some serious fun. Come and join us!

Alan Paradiž

INFOGRAPHICS - Oral presentations with a twist

Primary school, Secondary school

An infographic is a visual representation of dense information that is difficult to read as a plain text, but when it is transformed to a visual one, it becomes accessible with ease. There are several benefits in using an infographic as an alternative to oral presentations in ESL upper primary classroom. They convey a lot of information using little language, are vocabulary rich and visual which facilitates conveying the meaning. They can help develop students' visual literacy, boost their language production and become more confident speakers. The possibilities of follow-up task are endless.

Beatrix Price

Boys and girls and everyone else' classroom management in the YL class

Very young learners, Young learners, Primary school

The most important key elements of the YL classroom are fun and enjoyment. YL teachers make sure to provide enough involvement, games and competition for their learners in class to make the learning process challenging and successful. In the workshop we try to find ways to provide variety, good mood and a balanced atmosphere for the healthy growth of children.

Chaz Pugliese

What Exactly Motivates my Students?

Prim/sec

In this session, based on work in progress, I will argue that a task is motivating when it challenges the students cognitively and affectively, when it gives them an opportunity to push the envelope, and when it leads them to self-expression. I will highlight the implications of my research on the notion of challenging tasks, and I will focus on the strategies we can implement to get the students' attention and help them enter a state of flow and psychological well-being. I will further discuss the link between the teacher's creativity and motivation, namely in relation to materials development. The session will be participatory and the audience will be invited to feed back on the tasks they will experience.

Marjorie Rosenberg

NLP in the English Classroom

Secondary school, Adults

NLP is an excellent tool for improving communication in the classroom. In this interactive workshop you will have the chance to try out techniques to establish rapport with learners, help them understand difficult concepts and approach learning from the learner's point of view. Come along and discover new ideas to make teaching and learning both successful and enjoyable!

Mija Selič**Global approach in teaching young children***Very young learners, Young learners, Primary school*

Teaching young children a foreign language through narrative is fun, interesting and beneficial. All you need are the right teaching aids. They are illustrated cards with matching words, a handy storage unit (so called 'picture dictionary') and some doodles. All above mentioned meet the needs while being wrapped in games that promote interaction, socialisation and communication between children.

Sabina Skenderovic Bakir**All senses alert!!!***Very young learners, Young learners*

The presentation illustrates the results of my research carried out among 100 young learners in their vocabulary acquisition. The learners were from 3, 5 to 7 years old and they learnt 6 different vocabulary sets by activating different senses first.

Tanja Stare Pušavec**A new way to start the lesson - phrase of the day***Primary school, WS*

Our students regularly use the internet – why not encourage them to make use of dictionaries on-line? The aim of this workshop is to present how phrase / word of the day can be used as a lesson starter or a project on its own. Material already used in the class will be provided and it will be shown how a simple phrase can improve all four language skills.

Ilhana Škrgić**Win Your Student's Hearts: Fun with Idioms in the Classroom***Primary school, Secondary school*

Idioms are often a complex and difficult component of English language that we have to teach to our students – so why not have fun with figurative language in the classroom and provide a clear understanding of these important cultural elements? By presenting engaging techniques and student-centered activities, this workshop will provide you with creative ideas on how to teach idioms.

Dragana Stegić**Critical thinking - bringing the world into your classroom***Primary school, Secondary school, Adults*

How far can we go in the classroom when including topics such as human rights, racism, nationalism? How do we teach the students to think outside the box? Addressing important issues seems more important than ever; having the courage to face the challenge even more so.

Maja Štekovič**Language Improvement with Snippets of Amish Paradise***Secondary school, Adults*

Language Improvement with Snippets of Amish Paradise is a music workshop that draws attention to challenging some common stereotypes about the Amish that usually get presented in the mainstream media. We are going to have a look at Weird Al Yankovic's humorous parody Amish Paradise, analyse the all-pervasive misconceptions that the parodist ascribes to the Amish and try to dispel at least some of the common fallacies connected to the Amish.

Maša Strajnsak

Confessions of a former computer-game addict

Secondary school, Adults

Sometimes it is hard to understand the virtual world that mesmerizes young people and causes us to spend hours in front of our computers. These are the first to be blamed for bad grades, lack of interest or antisocial behaviour. This presentation offers a different, more positive perspective, through a first-hand experience to which I owe my knowledge of English.

Margit Szesztay

Widening Horizons with Youtube - Going Deeper

Secondary School, adult, WS

The session will focus on ways of exploiting youtube videos in the classroom. The aim will be to show how clips which raise real world issues can be used to inspire, motivate, encourage reflection and to trigger meaningful interaction. We will try out pre and post viewing activities which involve active exploration and critical thinking.

Nora Tartsay

Teaching online presentation skills

All audiences

Online presentation skills have now become an important part of not only adults, but at secondary and tertiary level already. In this workshop we are going to look at ways of challenging learners with tasks that can help them improve the structure, the contents, the design, and the delivery of their presentations in an online environment.

Tijana Tasković

Development of discourse skills through the use of experiments

Young learners, Primary school

Workshop will interactively present a couple of science experiments that can be done in class. It will provide some theoretical framework to what kind of skills it enhances. We will discuss the adaptability of it in different-sized classes and talk about particular experience I have had. Theoretically, it will be supported by the paper on which I worked as a co-author.

Sema Turan, Suleyman Turan

Increasing Learner Involvement and Autonomy through Task Based Learning

Adults

Adopting TBL helps ESL teachers encourage learner involvement and autonomy, and increase STT. TBL also helps learners in that it combines form and accuracy with meaning and fluency. Therefore, TBL meets expectations of both teachers and learners who need improving in an ESL context. This presentation aims to inspire English language teachers about how to adapt TBL into their lessons.

Daniela Valikova

Teaching and learning in the zone

all, ws

This workshop will provide you with activities which help teachers and students become focused, alert, calm, emotionally in control, and well-balanced. Teachers will explore relaxation and mental imagery techniques by experiencing them and will be given an opportunity to discuss and answer following questions: When do you feel most yourself in the classroom? How about spending a few minutes of each lesson on an activity which primarily makes you or your students feel good? Don't we all enjoy teaching students who are totally focused on the experience of learning? What can we do to make sure that both the teacher and students are fully present with and to their inner experience as well as their outer environment? What activities can we use in (and outside) the classroom to achieve the right frame of the mind for learning? What are the best ways to relax mind and body and learn English at the same time?

Karen White

Listening and speaking can be fun!

Secondary school, Adults

Come ready to try out seven different fun activities and games which will help your students improve their listening and speaking skills. We will also see how they can be developed into creative writing tasks. All the activities are quick and easy to prepare. They can also be used for teenagers and adults and adapted to various levels.

Dragica Zdraveska

Unplugged lessons-creative solutions to the unexpected

All audiences

The workshop will focus on real, practical examples of lessons that happen unexpectedly are initiated by students and are genuine classroom situations. Those are the best ever „lessons“ that may not even happen if the teacher disregards the potential of the moment and stick to their original plan. I will share several such examples of lessons with different age groups and levels of English and will lead you through the process of creation. Those lessons work with content created by students which is one of the principles of dogme teaching style and philosophy.



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