

IATEFL Slovenia Newsletter
Autumn issue 2012, no. 56



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What is **motivation** made of
and how you can use it to serve you

Talking about values during **English lessons**

Obvestila o tekmovanjih
iz znanja angleščine 2012/2013

Konferenca 2013

IATEFL Slovenia newsletter
Vol. 13, No 56,
Autumn issue 2012

Published by:
 IATEFL Slovenia,
 p.p. 1677, 1001 Ljubljana

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 www.iatefl.si

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Printed by: DEMAT d.o.o.

Graphics: Petra Turk

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ISSN 1855-6833

Dear readers,

I hope you are all safely back at your workplaces, enjoying the exciting first days of the new school year.

As you will see, this issue contains some basic information on our competitions and an invitation to our next conference. And of course as always there are some very interesting articles that may help you to think about certain areas in more depth [DM1].

Again, I would like to take this opportunity to invite you to become a frequent visitor of our webpage. All the important dates and information can be found there as well as on Facebook and Twitter.

You are also kindly invited to send your ideas and other contributions for our next issue, which will be out in December as usual. If you have any suggestions that would make our IATEFL even better, please let us know.

Until December, then, enjoy!



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What is **motivation** made of and how you can use it to serve you

by Sandra Vida

As a teacher, you are surely faced with the following question at least some of the time: “How do I establish long-term motivation of my students to learn English and sustain it throughout the school year?”

This is definitely something I have been interested in for years. To begin to understand the puzzle, I started reading works by a Hungarian Psycholinguist, Zoltan Dörnyei, because I felt that his research, undertaken with Hungarian students of a similar age to mine, would be most applicable to my own situation. Another reason for choosing him was the fact that Hungary is only a few kilometres from where I work, and many students in my school are of Hungarian nationality. I felt that theories based on studies done on university students or in far away countries would not be as helpful.

Dörnyei's Process Model of L2 Motivation seemed to make a lot of sense just by judging from my own reaction, and in the process of reading his theory I had a lot of opportunities to examine my own personal motivation.

Additionally, what attracted me was his interest in *how* rather than *what* when it comes to motivation, which is similar to my own attitude. Rather than negating any of the previous theories of motivation, such as Expectancy Value Theories, Goal Theories or Self-Determination Theory, Dörnyei acknowledges that some of their key variables are very important when it comes to learning, but finds that motivation is definitely a more complex concept.

Anybody who has ever worked in a classroom will have to agree that sometimes even the best goals, *expectancy* and value of success, *intrinsic and extrinsic* motivation and a good *sense of autonomy* do not guarantee *success*. And to add to this, learners *tend to demonstrate a fluctuating level of commitment even within a single lesson* and not only over a longer period of time (Dörnyei, 2003: 17).

At the same time, Dörnyei states that it is important to acknowledge the fact that there is a substantial difference between learning a language and learning other subjects, where the activities tend to be shorter or simpler (Dörnyei and Otto, 1998: 45), and as his study

of motivation is targeted at L2 learning, it is even more valuable for teachers like me.

Complex learning contexts, which second language learning definitely is, also *reduce the role of the motivational influences associated with the initial decision to pursue the goal, and highlight the importance of motivational influences that affect action during goal implementation* (Dörnyei and Otto, 1998: 45). This is why it is so important for me to find a way to sustain motivation, which is relatively easy to get at the beginning of the school year or with some types of tasks. The problem is usually that this motivation is rather superficial and does not tend to last long and only in rare individual cases until the end of the school year, which is the reason the students are seldom motivated to maintain the assigned goals, elaborate on the subgoals and rather start pursuing other, more “interesting”, things unrelated to learning instead.

Dörnyei's Process Model of L2 Motivation, which I am using to understand my puzzle, comprises two parts. The first is the *action sequence*, the process of forming goals into intentions and then into actions. This is then subdivided into preactional, actional and postactional stages. The second part consists of *motivational influences*, which are all the energy and motivation that fuel the behavioral process.

The *action sequence*, then, is divided into three stages, starting from the time before the processes reach the stage of concrete reality, when the later goals are set. This stage depends on each person's wishes and hopes, desires but also opportunities. The goals that arise from this process are not all necessarily realized later: they are merely ideas. In my context, as the environment offers only few opportunities, many students tailor their wishes according to this fact. Nevertheless, many still do have high hopes and desires. The goals that a person chooses to pursue are then processed in the following stages. Unfortunately, in a typical school, there are all too many goals that are prescribed from outside and are therefore outside the influence of students or even teachers, which may already indicate why motivation for language learning in school is low for some students. The goals that reach the stage of *commitment* then need to be *translated into concrete steps and a manageable action plan* (Dörnyei and Otto, 1998: 49). If then there are *resources and means*

available and a *start condition*, the action can start. This sequence shows just how many really important processes start even before students enter classrooms or depend on things outside the reach of a teacher.

For those goals that reach the action stage, it is important to split the plans into subtasks and implement them.

At the same time, they go through a complex process of appraisal. In my context it is important at this stage to know that appraisals at one level often get generalized or transferred to other levels or even the attitude in general. To expect positive appraisals to easily get transferred to the general opinion is probably too optimistic, especially as I am dealing with teenagers, but on the other hand it would be beneficial if the students got as few opportunities as possible to appraise language learning in a negative way.

The third process within the action stage is *action control*. This is especially important for teenagers, who can find all too many reasons for distractions to prevail over schoolwork.

Even when the action is already completed, there are still processes going on that are highly important in school environments. The initial expectations of the individuals are compared to the actual outcomes. In this process of *critical retrospection*, the individual not only evaluates the accomplished action, but also determines its value and thus influences all future possible actions. In a school environment, these appraisals unfortunately often turn into negative feelings towards the process of learning in general or towards learning of a particular subject or task. My students thus generally say that they don't like learning grammar or speaking in front of a class, because of their previous bad experiences.

As Dörnyei (1998) points out, the action sequence is incomplete without *motivational influences*. The three stages (preactional, actional and postactional) are all associated with different motives (Dörnyei, 2003: 20).

Dörnyei therefore frames motivational teaching practice in four main dimensions:

- 1 Create the basic motivational conditions;
- 2 Generate initial student motivation;
- 3 Maintain and protect the motivation; *and*
- 4 Encourage positive retrospective self-evaluation.

According to Piaget, learning a language is also a *social event*, and this means that there are additional factors such as multiculturalism, globalization, language contact and power relations to be considered here that are not as important in learning other subjects (Dörnyei, 2003: 4).

At the same time, it is important to see that this process of motivating oneself is not limited to one person only. According to Dörnyei, teachers and parents are key figures that affect motivation. They act as motivational socializers and it would be optimal if both were able to motivate, lead, direct and energize as well as present optimal modelling, task presentations and feedback (Dörnyei and Otto, 1998: 59).

Both teachers and parents influence motivation of students immensely in direct and indirect ways. This suggests that an important but often overlooked aspect of L2 learning motivation is the personal motivation of the teacher (Dörnyei, 2003: 26). Other important factors are classroom dynamics, cooperation between students and the school environment.

It is clear from the theory that, for a teacher, there are certain factors affecting motivation we will never be able to influence, let alone change. Therefore we need to learn to live with them, and so do our students.

This generally means:

- Many students come with negative past experiences of language learning. We need to accept this and make it clear to the students that language learning can be different. This also means changing their learning beliefs and teaching them strategies that will help them.
- We also need to accept the fact that our schools are rarely recognized as good in the eyes of the students and that school environments in Slovenia in general are not held in high esteem.
- The jobs offered in my environment (and probably also in yours) – and therefore best known to my students – are scarce, keeping opportunities to a minimum; and even where they are there, they often do not involve active use of English.
- The time we live in offers many distractions for teenagers, especially through technology.

On the other hand, what we can change or influence are the following:

- We can make the classroom environment one that is pleasant for all of us and encourage a good relationship with students;
- We need to make sure that our learners have knowledge about learning strategies which will help them in planning their actions;
- We need to find ways of using technology for meaningful learning and thus show our students

that activities that would otherwise be distracting can be helpful in language learning; We can increase learner satisfaction through giving them more autonomy;

- We need to teach our students to find resources that will help them learn and to use them independently;
- We need to establish clear and specific goals in order to enhance performance;
- We need to make goals for each student difficult and challenging, but still attainable;
- We need to give feedback that will include less about what was wrong and more about strategies to overcome it, so that in their own critical retrospection they evaluate the actions accordingly; *and*
- We can also encourage students to think about how different things worked for them and thus teach them to use the optimum of their abilities.

This means that when we design the tasks, we need to keep in mind the multiple factors that motivation depends on. In a group of people where everyone brings their own problems with them, it is even more important to address the subject of group dynamics and individual learning styles and set appropriate goals in an atmosphere of cooperation, support and relative autonomy. On the other hand, it is also good to understand that nothing is clear-cut, that processes and actions overlap, and that even with the best of intentions, sometimes the motivation produced is still not enough. All in all, we need to first examine our own motivation and establish the goals we want or need to focus on. After this, we need to discuss the

issue of motivation with our students and offer them strategies to help them learn better. This will probably also bring about a sense of cooperation in the group and contribute to the overall dynamics of the lessons. Within the limits of what needs to be done, we need to find ways for students to be autonomous in what they want to be done.

This way, according to Dörnyei, we are considering all the factors involved in long-term motivation of our students to learn a foreign language in a school environment to the best of our abilities and helping them to overcome the times the level of commitment to learning drops to the minimum as smoothly as possible.

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If you are a member, you can also join our Facebook group, where you will find many online resources, shared regularly by other members and ELT professionals. You can apply for group membership on Facebook or you can e-mail info@iatefl.si for more details.

Talking about values during English lessons

by Cilka Hančič, SŠ Cirius, Kamnik

Foreign language lessons are full of many different topics that give a teacher an opportunity to talk to students about various important values. In many of our lessons, we talk, among other things, about culture and lifestyles in different countries, about family relations, friendships, different periods of our lives from childhood to adulthood, and about everyday problems in the world such as pollution of our environment or crime.

Usually the topic is presented by reading a text in the course book, by listening to different conversations or by watching a short film from the internet. In later discussion students express their points of view on the subject – sometimes they have very similar opinions of the theme, but sometimes the discussion turns into an interesting exchange of very different views.

If you ask students to make a list of the values that are most important to them, they usually mention the following: freedom, love, knowledge, learning, health, friendship, respect, self-esteem, happiness, peace, success, culture and beauty.

The order of importance usually differs from one student to another, but they normally have quite similar sets of values.

So what does freedom mean for my students? First of all they want to freely choose what school to go to and then to choose a job or to continue their studies. Because of the current economic crisis, this could become really difficult, especially finding the right job. For my students the situation is even more difficult because of their special needs. Then they also want to choose their friends and partners. Parents in our society are not as they used to be in the past – today we don't choose friends and partners for our children. Parents try to help their children and advise them, but they don't force them to do what they are unwilling to do.

Love is certainly the most important value for young people in general, and my students are no exception. Being on wheelchairs doesn't prevent them from falling in love! Sometimes they find their boyfriends or girlfriends at school and they can form very beautiful relationships together. But for them the love of their parents is also particularly important, because they

need a lot of consideration and help. There are different aspects of love, but for children the essential thing is that they feel they are loved.

My students are also well aware of how important learning and knowledge are, for both their present and future life. Learning foreign languages seems very important to them. The way of life now is very different from the past. Now they have many possibilities for learning languages, and school is just one of them. But at school they get the feedback on what they know well enough and what they still have to improve.

Health is also important for all of us. Handicapped students need to take care of their health even more than others, because they are generally not so strong. But to achieve that they often need a lot of help from other people, at school from their assistants and nurses and at home from their parents.

Youngsters value friendship very highly. For my students, friends are people they can rely on for help, talk to about their problems and share their sad and happy moments with. They also need their friends to help them go out, even to dance – it is nothing unusual to dance when you're in a wheelchair, just a bit harder, and it can be great fun. Many of our students enjoy going to dances despite their disabilities.

They think that it is very important to respect each other, no matter who you are, what you look like or what you have. Of course you have to respect yourself first: only then can you show respect for other people too. My students know that they have to respect their parents and teachers, but they at the same time they want to be respected in the same way.

Happiness for each person has a very wide range of meanings. Some people don't need much to be happy. On the other hand there are others that never seem to be happy. They always find something to worry about and that prevents them from feeling happy. For my students, happiness usually means not having bad marks at school, having a lot of free time to do what they really want and having good relationships with the people they live with.

Fortunately we have lived in peace in our country for more than twenty years. Most of my students were

born after the war for Slovenia. But to live in peace doesn't just mean not experiencing the fear of war: it also means living in harmony with each other and not arguing most of the time. Peace is also very important in a classroom if we really want to learn something. When the class gets too noisy, it makes work quite difficult.

Being successful at school is also very important for my students. They want to get good marks, to finish school and vocational matura or final exams successfully, so that they will have better chances in their future career. But they also know that success doesn't come by itself – on the contrary, you have to work hard for it.

Values such as culture and beauty usually go hand in hand. My students are usually very fond of different kinds of music and most of them like watching films, but some of them also like reading prose and poetry or drawing or painting pictures. Their concept of beauty can be different from ours; but they know that beauty is not only how people or things appear, that it is also how beautiful your inner side is, indeed that this is even more important. They also want to have beautiful relationships, first at home with their parents, but also with their friends and teachers at school.

And what is the role of a teacher in these kinds of discussions? First of all, he or she should allow the students to express their opinions freely, help them with the words they can't remember and encourage them not to use their own language if it isn't necessary. Only in that way will they feel confident to express their ideas and opinions not only in their mother tongue but also in English.

VIP CORNER

– here are some web pages that can be used for creative writing

<http://www.piclits.com>
<http://muzy.com>
<http://zooburst.com/>
<http://bighugelabs.com/>
<http://bighugelabs.com/>
<http://www.fotobabble.com/>

NOVO

ENGLISH PLUS –

učbeniška serija za angleščino od 7. do 9. razreda

Odličen za heterogene razrede,

učitelju prijazna zasnova učbenika in delovnega zvezka,

»spiralni način« učenja jezika,

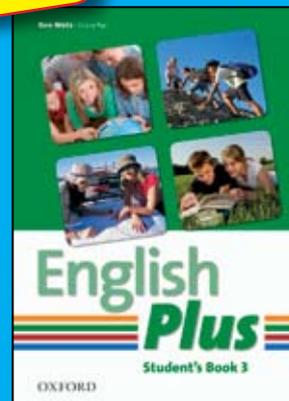
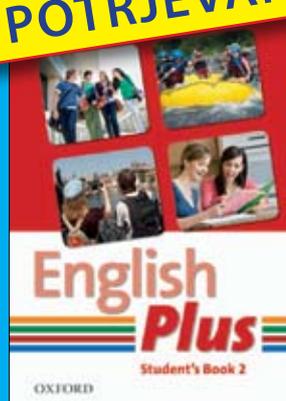
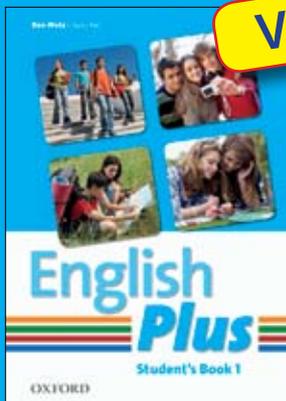
spodbuja učenčevo samozavest pri:

- besedišču,
- slovnici,
- poslušanju,
- ustnem in
- pisnem izražanju.

V potrjevanju:

- English Plus 1 za 7. razred,
- English Plus 2 za 8. razred in
- English Plus 3 za 9. razred.

V POTRJEVANJU



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e-naslov: narocila.oxford@mk-trgovina.si • Tel.: 01/588 75 25 • Fax: 01/588 75 21



Obvestilo o tekmovanju v znanju angleščine za dijake drugega letnika 2012/2013

Spoštovane kolegice in kolegi!

Pred vami so osnovne informacije o tekmovanju v znanju angleškega jezika za dijake 2. letnika za šolsko leto 2012/2013.

Dijaki bodo tekmovali v štirih kategorijah:

- A** tekmovalci drugega letnika, ki se učijo angleščino kot prvi tuji jezik (šesto leto učenja) in obiskujejo katerokoli gimnazijo, ki se zaključí s splošno maturo, ter evropski oddelki
 - B** tekmovalci drugega letnika, ki se učijo angleščino kot prvi tuji jezik (šesto leto učenja) in obiskujejo katerokoli 4-letno strokovno šolo, ki se zaključí s poklicno maturo ter tekmovalci drugega ali tretjega letnika triletnih poklicnih šol
 - C** tekmovalci drugega letnika, ki so več kot eno leto bivali na angleško govorečem področju in tisti, ki so v oddelkih mednarodne mature
 - D** tekmovalci drugega letnika, ki se učijo angleščino kot drugi tuji jezik (drugo leto učenja) in obiskujejo katerokoli gimnazijo, ki se zaključí s splošno maturo oz. 4-letno strokovno šolo, ki se zaključí s poklicno maturo
- Dijaki naj v skupini od 3 do 5 dijakov posnamejo IGRANO-DOKUMENTARNI PRISPEVEK v angleškem jeziku na temo THE BRITISH ROYAL FAMILY, v katerem morajo uporabiti predpisanih deset besed glede na kategorijo.
 - Dijaki, ki tekmujejo v kategoriji A ali C, naj uporabijo naslednjih deset besed: PRODIGY, VERVE, FABLE, SPRUCE, VIRAL, ETHEREAL, TO RATION, TO OVERSHADOW, EERILY, NOTORIOUSLY
 - Dijaki, ki tekmujejo v kategoriji B ali D, naj uporabijo naslednjih deset besed: SNOWFLAKE, LUNCHEON, STRUGGLE, VISIONARY, SPLENDID, DESOLATE, TO UNFOLD, TO OUTDO, EFFORTLESSLY, SEVERELY

Predpisana dolžina prispevka je 4 minute (brez uvodne in odjavne špice!).

Kriteriji pri izbiri najboljše skupine (tako na šolski kot na državni ravni) so naslednji: pravilnost uporabe podanih besed, ustvarjalnost/domiselnost pri uporabi podanih besed, jezik, izgovorjava, informativnost prispevka, splošni vtis in tehnična izvedba (uvodna in odjavna špica, kvaliteta posnetka (fokusiranje, osvetljava, zvok, razumljivost/razločnost), časovna omejitev, prehodi med scenami in spremljevalna glasba/zvok).

Predlagamo, da na šolskem tekmovanju, ki ga izvedete sami po zgoraj omenjenih kriterijih najkasneje do 26. oktobra 2012, izberete največsedem skupin, ki jih prijavite na državno tekmovanje najkasneje do 19. novembra 2012 (upošteva se datum oddaje) in sicer tako, da pošljete na naslov IATEFL Slovenia, p. p. 1677, 1001 Ljubljana:

- posnetek na CD/DVD mediju (*označite ime šole, naslov prispevka in kategorijo*)
- scenarij/besedilo v tiskani obliki
- izpolnjeno prijavo in izjavo (*najdete ju na naši spletni strani*)
- potrdilo o plačilu prijavnine (*glej navodila spodaj!*).

Zbrane posnetke bo komisija, ki je sestavljena iz treh članov organizacijskega odbora za tekmovanje dijakov 2. letnika, ki ga določi IATEFL Slovenia, pregledala, ocenila in v predpisanem času javno objavila rezultate na spletni strani IATEFL Slovenia www.iatefl.si.

Učitelji mentorji bodo prejeli potrdila o mentorstvu, najboljše skupine pa tudi nagrade. Pravilnik o tekmovanju srednješolcev v znanju angleščine (drugi letnik), ki to tekmovanje natančno ureja, je objavljen na spletni strani IATEFL Slovenia (www.iatefl.si) in vas vabimo, da si ga podrobneje ogledate.

Za kakršnekoli dodatne informacije smo vam na voljo na telefonski številki 041 907 065 oziroma neposredno na elektronskem naslovu koordinatorice tekmovanja Jasne Džambič (jasna.dzambic@iatefl.si).

Veselim se vašega sodelovanja in vas lepo pozdravljamo.

Jasna Džambič,
koordinatorka tekmovanja



Jasna Cepuder Sedmak,
predsednica IATEFLSlovenia



Obvestilo o regijskem in državnem tekmovanju v znanju angleščine za dijake tretjega letnika 2012/2013

Spoštovane kolegice in kolegi,

objavljamo osnovne informacije v zvezi s tekmovanjem v znanju angleščine za šolsko leto 2012/2013. Pravilnik o tekmovanju srednješolcev v znanju angleščine, ki to tekmovanje natančno ureja, je objavljen na spletni strani IATEFL Slovenia (www.iatefl.si). Vabimo vas, da si ga podrobneje ogledate.

Struktura tekmovanja bo objavljena v razpisu, ki bo učiteljem in učiteljicam posredovan preko elektronske pošte najkasneje do 5. oktobra 2012, objavljen pa bo tudi na spletni strani društva IATEFL.

1. TEKMOVALNE KATEGORIJE

Tekmovanje poteka v petih kategorijah:

- A1** za tekmovalce tretjih letnikov, ki se učijo angleščine kot prvega tujega jezika (sedmo leto učenja) in obiskujejo katerokoli splošno gimnazijo oz. so v evropskih oddelkih;
- A2** za tekmovalce tretjih letnikov, ki se učijo angleščine kot prvega tujega jezika (sedmo leto učenja) in obiskujejo katerokoli strokovno gimnazijo;
- A3** za tekmovalce tretjih letnikov, ki so več kot eno leto bivali na angleško govorečem področju in tiste, ki so v oddelkih mednarodne mature;
- B** za tekmovalce tretjih letnikov, ki se učijo angleščine kot prvega tujega jezika (sedmo leto učenja) in obiskujejo katerokoli 4-letno strokovno šolo, ki se zaključí s poklicno maturo;
- C** za tekmovalce tretjih letnikov, ki jim je angleščina drugi tuj jezik (tretje leto učenja).

2. SODELOVANJE UČITELJEV MENTORJEV

Vsakih 10 dijakov, ki se s posamezne šole udeležijo regijskega ali državnega tekmovanja, mora spremljati en učitelj, ki bo sodeloval pri izvedbi oz. nadzoru tekmovanja in popravljanju tekmovalnih nalog, ne glede na to, ali je ta učitelj član društva IATEFL Slovenia ali ne. Učitelji-spremljevalci prejmejo potrdila o sodelovanju.

Dijaki, ki pridejo na tekmovanje brez spremljevalnega učitelja, se tekmovanja ne morejo udeležiti. V tem primeru jim društvo IATEFL Slovenia ne povrne plačane prijavnine.

3. PRIJAVA NA REGIJSKO TEKMOVANJE

Tekmovanja se lahko udeležijo dijaki tretjih letnikov gimnazij in srednjih strokovnih šol. Šole same presodijo, na kakšen način bodo izbrale dijake, ki jih bodo poslale na regijsko tekmovanje. Vsaka šola sme na tekmovanje prijaviti neomejeno število dijakov.

Dijaki, katerih materni jezik je angleščina, se tekmovanja ne morejo udeležiti.

4. POMEMBNI DATUMI

- Mentorji tekmovalce prijavite elektronsko, in sicer med 3. in 11. januarjem 2013.
- Regijsko tekmovanje bo potekalo v ponedeljek, 4. 2. 2013 na izbranih regijskih šolah.
- Državno tekmovanje pa bo potekalo v ponedeljek, 18. 3. 2013 v Ljubljani, na Gimnaziji Vič, Tržaška cesta 72.

Anže Perne,
koordinator tekmovanja



Jasna Cepuder Sedmak,
predsednica IATEFLSlovenia



Obvestilo o tekmovanju v znanju angleščine za sedmošolce 2012/2013

Pri IATEFL Slovenia smo za šolsko leto 2012/2013 vnovič pripravili tekmovanje iz znanja angleškega jezika za sedmošolce. Tekmovalci bodo sodelovali tako, da bodo svoje prispevke sestavljali v spletni aplikaciji **Voicethread** **na temo READING IN ENGLISH? YES, PLEASE.**

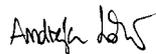
Ker je vsako leto težje motivirati učence za branje, smo se odločili, da učenci predstavijo zakaj in kako berejo, povedo, kaj berejo v angleščini, dobrodošla pa bodo tudi njihova priporočila za branje v angleščini - ne glede na to, ali je to knjiga, prebiranje sporočil na medmrežju, pogovori z njihovimi prijatelji in podobno. Izdelki naj bodo čim bolj poučni, slonijo pa naj na izkušnjah in domišljiji učencev.

Tekmovanje se bo izvajalo na dveh ravneh, šolski in državni:

- **31. 1. 2013 (šolsko tekmovanje)**
- **4. 3. 2013 (državno tekmovanje)**

Vsa nadaljnja navodila za pripravo na tekmovanje najdete na naši spletni strani.

Andreja Lakner,
koordinatorica tekmovanja



Jasna Cepuder Sedmak,
predsednica IATEFLSlovenia



Ljubljana, 3. 9. 2012

Obvestilo o tekmovanju v znanju angleščine za osmošolce 2012/2013

Pri IATEFL Slovenia smo za šolsko leto 2012/2013 vnovič pripravili tekmovanje iz znanja angleškega jezika za osmošolce. Tekmovanje ni vezano na določeno knjigo ali učbeniško gradivo. Tekmovanje pokriva različna področja, s poudarkom na kreativnem pisanju in uporabi lastnih idej in domišljije.

Tekmovanje se bo izvajalo na dveh ravneh, šolski in državni:

- **22. 10. 2012 (šolsko tekmovanje)**
- **19. 11. 2012 (državno tekmovanje)**

Oblikovan je tudi Pravilnik tekmovanja, ki je objavljen na spletnih straneh IATEFL Slovenia pod zavahkom Tekmovanja.

Ker je šolsko tekmovanje že v oktobru, sprejemamo prijave NAJKASNEJE do vključno ponedeljka, 15. 10. 2012.
Prijavi se lahko vsaka osnovna šola.

Prijavnina za posamezno šolo je 30 evrov, neodvisno od števila tekmovalcev.

Na naši internetni strani **www.iatefl.si** si boste lahko v prilogi k tekmovanju za 8. razrede OŠ ogledali tudi strukturo tekmovalnih nalog na obeh ravneh, za pomoč pri delu z učenci in pripravah na tekmovanje. Na voljo bodo tudi naloge iz prejšnjega leta z moderiranimi rešitvami.

Za vse dodatne informacije se lahko obrnete na društvo IATEFL Slovenia, in sicer na e-naslov koordinatorice tekmovanja: **lea.sobocan@iatefl.si**

Lea Sobočan,
koordinatorica tekmovanja



Jasna Cepuder Sedmak,
predsednica IATEFL Slovenia



Ljubljana, 3. 9. 2012



Journal of a so(u)l surfer

by Jasna Džambić

I was thinking about how to write a recollection of everything I experienced while attending the SOL teacher trainer course, which took place in North Devon in July.

I am not very fond of the usual reports, stating who, where, when, why etc. something happened, since they never really give a true insight into what the person experienced, felt etc. while attending a seminar, a course or anything similar.

So... I decided to use my course journal, which we wrote throughout the course, since it is a wonderful summary of everything we were offered on this great course and much more. It does get quite personal at some points, perhaps not all the parts are understandable, but this is the beauty of it - I hope these parts (as well as the whole journal) convince you to attend a SOL teacher trainer course in the future, as it will change your way of thinking as a teacher and as a person. It definitely changed me and I will definitely go back again. And again. And again. 😊

Enjoy!



Sunday, 8th July - Stonehenge, Barnstaple

Yay, I'm actually in England! I think we're going to be an interesting group, me and 16 other gals - we're in for some fun! 😊

Seeing Stonehenge again was...hmmm... I wish there were not so many people there... if I could be here alone, sitting on the grass, enjoying the serenity and the wonder all by myself for only one hour - that would be great... but all the tourists walking around, talking about everything else but Stonehenge - it kind of takes some of the beauty of this wonderful place away, doesn't it? However, the new logo they have is pretty great: Stonehenge Rocks! 😊

My host - Lynette - is a very interesting lady; I think I'm in for a lot of chitchat and new vocabulary (brazen hussy etc.) 😊 Her home is lovely, with a beautiful little garden at the back, it's a real British home, with carpeted floors, wooden staircases... like it a lot.
PS: Cadbury - nice to see (and eat) you again! 😊



Monday, 9th July - Introduction Session, Woolacombe

Starting a course is always so exciting, isn't it? Meeting and getting to know new people, feeling the energy etc. And I just love how Mark treats his Paddington bear as if it were an actual being - great!

There are so many interesting signs and writings in the pubs and shops, on the streets, everywhere, such as: Watergate News (pub) - breaking news! New offers on Children Permitted until 9 pm on Toast the tax (in Subway)... and even a notice from the police: Whatever costume you're tonight... it won't look so amusing if you're behind bars - very British, I would say 😊

Even the writings and slogans on little packets of crisps are amusing:

Curly little things, Quavers,
and no two are the same.
Some twistier, some that wrap
around your tongue,
but they're all crunchy and
melty, and pleasingly cheesy.
So go on and pop one
in your mouth...



I wonder - who writes these things? ☺

I am also surprised at how the British are all about sustainable development and the importance of locally produced food (a sentence from the Waitrose newspaper - We need to eat and our farms are vitally important), but they still have every little thing packed in separate plastic bags and packages...

The Devon coastline is beautiful - but I am not sure whether I understand and/or agree with some of the concepts they have and support very strongly, for example the RNLI lifeboat rescue team or the rescue helicopters - they're free of charge, there are no consequences, no fees that need to be paid if, for instance, you got yourself into trouble because of your own stupidity... not sure if I support this kind of generosity.

Do you learn anything from such royal treatments? Food for thought... I still cannot believe I actually swam in the Atlantic Ocean in Woolacombe today! I must admit I'm really proud of myself, since I'm usually not that brave when it comes to cold water (14 degrees!), but it was just in the spur of the moment, when you just feel you have to do it, everything comes together - the sun comes out, the beach is just surreal and the blue ocean looks so welcoming... and you just run and enjoy (and hardly breathe afterwards) - amazing moment! ☺ (PS: Thank you, Mark, for convincing me to bring my bathing suit with me...)



10th July - Croyde

It was such a busy day today - we've met so many interesting people telling us their stories, sharing their expectations and knowledge and opinions - it was all about opinions today, I think.

First we visited the British Surf Museum in Braunton and I was astonished by some of the pictures and videos from surfers riding the big waves - astonished and terrified at the same time. I am a diver myself, so I am aware of the fact that the sea can be a scary place sometimes and that you always need to keep your nerves calm and not panic if/when something goes wrong. But it just so good to meet someone who is so passionate about something he or she does - Peter is the manager of the museum and a surfer as well. He takes it as a way of life, which makes everything seem so logical and simple and normal... respect for that! And the whole campaign "Surfers against sewage" (www.sas.org.uk), where surfers took the initiative to keep the water and the beaches clean is really inspiring - everyone can contribute to a better environment.

It is the same with Ricky Knight from the Green Party, who we also met today. He has such a passionate attitude towards what he does - he adores nature and wants to keep it alive for at least a couple more centuries... and his song at the end of our session really got to me, since I also carry a strong (negative) opinion about the USA and their politics...



"Freedom is no excuse for what you do, 'cause if this sacrifice was not for peace, then it was not worth making".

Ricky also used such colourful language in his talk, which is at the same time food for thought:

- no to do something from top down, but from bottom up
- the importance of the carbon footprint - (zero) food miles



11th July - Appledore

Today was a good day - we went to a lovely little town called Appledore (where I actually saw a door of a house with an apple on it - how pretty is that?), though the name has nothing to do with "Apfel" or "Dorf" ... ☺ We visited the Maritime Museum, which was quite interesting - I was surprised at how much a small town has such a big industry... And then the sun came out... ☺

In the sun, Appledore looks like a beautiful Mediterranean town, with its white houses, cobbled streets etc. And the lavender - I love the smell of it, it reminds me of the sea...

We had the opportunity to listen and talk to Richard Malfait who works with refugees, especially from the South Eastern Europe. It was a very emotional experience for me and some other girls from the Balkans, since a lot of my relatives from Bosnia experienced the war in the 90s and I've listened to so many stories, so I could really relate to what he was saying/singing. Thank you for that!

It is always difficult to think about things like war and suffering... it makes me think again and again if it is at all possible for this world to be war-free?

I think that many of the people fighting somewhere don't even know what they're fighting for, which really makes it worse...

I don't know, I don't see any sense in wars anyhow (but then again, who of us does!)... you're never fighting for yourself, always for the ones on the top of the food chain, so to say... a lot to think about today...



12th July - Lynton, Lynmouth, Barnstaple

We visited two towns today - Lynton and Lynmouth, where the big flood disaster happened in 1952. What I remember the most from the memorial hall is that I was thinking about how people step together in times of tragedy and function as a really close-knit community, which is always nice to see, but it did make me think - why can't we function like that when everything is ok?



Interestingly enough, I found some really great advertisements in the old newspapers, which will be great to use in the classroom!

We also visited a fair trade shop in Barnstaple today, called Fair's fair, which was a good experience, but I am always quite sceptical about projects like these. I always wonder whether things are really the way they are presented. I am the kind of person who would believe it if I could do it myself, if I could give the profit to the producers themselves for example and not having to pass it to them through god knows how many organizations first... However, I think that the fair trade shops are a good project and I am going to take my students to the fair trade shop in Zjubjana - I think it will be a great lesson.

There were two other excellent sessions we did we did today - one was with Muve when we were talking about the problem of homelessness and homeless people. We were asked whether we could ever be homeless - it really gives you something to think about... Of course you cannot imagine yourself ever being homeless, but never say never, right? I wonder what my students would/will say... And then there was this great activity - we were told that a homeless person was there to talk to us and that we could ask her anything and when this person was about to come into the classroom, Muve chose one of the teachers in our group (Petra) and she was the homeless person, answering all our questions and discussing the issue of homelessness... such a great lesson!



And there was another fun activity we did at the local market in Barnstaple - we were supposed to go there and... eavesdrop! We listened to the local people, how they greet each other, how they buy things from the market sellers etc. It was really fun and at the same time useful as you get to hear the local language and the way people interact with each other. Definitely something that can be used as part of field work!



13th July - Barnstaple

Today was such a great day - we met some of the women from the Chivenor Military Wives Choir and it was such an amazing experience to meet them, ask them questions, see them laugh and have fun. Just great... I personally could never live like them, I could not be a soldier's wife because I think it's too much of a sacrifice of your own life, but also a sacrifice not worth making for the soldiers themselves as well - I don't see any sense in wars, which is why I'm really having difficulties understanding how and why someone is prepared to choose such a life and sign up for 22 (!!) years of service, having a family, responsibilities etc. I think it's also something you do to feel better about yourself and not actually doing it for someone else, so quite a selfish deed.. I don't know, it is just difficult for me to understand and agree with such way of life... However, these amazingly strong women and daughters seem to be coping with such a life surprisingly well and it was nice to see that it is possible if you're only strong enough and determined that everything is going to turn out ok.

Since they are a choir, there was some singing, of course. Not only did they sing to us, we also sang to them (I sang Po jezuru and they loved the song! ☺). I wrote down a song, which I will definitely use in class with my youngest ones:

I like the flowers,
I like the daffodils,
I like the mountains,
I like the rolling hills,
I like the fireside
when the lights go low,
singing the doo wop a doo wop
a doo wop a doo
(2x)

And there are such great moves that go along with the song; it's a great warm-up activity. The girls told us about the site www.singup.org where you can find more songs.

PS: I'm getting quite frustrated with the food back at my temporary home ☹ I miss my cooked meals, I miss my kitchen where the stove is actually being used!!

14th July - Tintagel, Cornwall near England ☺

Nice day-trip today - we visited Tintagel in Cornwall (Kernow in Cornish). I always wanted to visit Cornwall, it's really beautiful, at least the part we visited today.



However, Tintagel didn't fascinate me as much as the rest of Cornwall and its scenery. I just think it's way too touristic; it appears quite plastic to me, as if everything was made with the sole purpose of attracting more and more tourists and nothing else. Well, I believe that some places impress you and some don't, it's really that simple for me, I need to feel an instant connection to a place I'm visiting for the first time or it just doesn't happen for me...

What really stayed in my mind the whole day and made me quite frustrated in a way was a comment our guide Tim made on the bus on our way to Tintagel. He was talking about the Cornish language and the Welsh language and how not many people speak it nowadays and then he said: They don't need to speak Welsh or Cornish, they ALL speak English anyhow... Excuse me?!? I have a really strong opinion when it comes to national/regional identity and I really don't like hearing such things. So, if everyone speaks English, why should we even bother with other languages...or what? Don't get me wrong, I have nothing against the English language, I adore it, but I have a lot against globalization, also on the language level. I believe that this is exactly how diversity turns into monotony and into disappearance of one's own identity... and we should fight against it instead of just accepting it quietly. I'm definitely going to be having lots of lessons this year on national identity, I'm interested in what my students have to say about these issues...

I tried the traditional Salt+Malt Vinegar Crisps today - very good, although I've never eaten so much crisps in my life! 😊 And while buying some snacks in a local shop in Tintagel, I came across a pint of milk with the wittiest and cutest logo ever:

Cornish Semi-Skimmed Milk - from happy healthy Cornish Cows

Discover Our World - This beautiful milk tastes great because it comes from mollycoddled cows. We think as hard about what we use as we do about how we treat them. We've got solar panels power the dairy, for one thing, and we collect and re-use an awful lot of water. Oh, and our grass is solar-powered, too. (Well, the sun makes it grown. Does that count?) HAPPY, HEALTHY, CORNISH COWS 😊😊

15th July - Croyde Bay



A PERFECT DAY!!! 😊

First I was able to sleep until 9:30, which was such a treat... 😊 I'm not an early bird, so I was really looking forward to this! 😊

AND then we went to Croyde Bay to have a SURFING LESSON! It was just so great of Mark to organize this for us and I was really excited about it, since I know that this could be once-in-a-lifetime opportunity... so thank you, thank you, thank you, Mark! 😊

I cannot begin to describe the whole experience; it was simply one of the best things I've tried in my life so far! It was kind of discouraging at the beginning, though, when we needed to put on our wet-suits (which were indeed wet, on the inside as well...) and when we needed to sign the form which, among other things, stated that not following the instructions could result in serious injuries and/or death... well, this was soon forgotten, because once you get into the water, try a few times and then actually succeed in standing on the surf board for a few seconds/meters... amazing, simply amazing. I remember saying to myself:

Yes, you did it, girl, this is it - I'm surfing, I'm riding the waves (however tiny they may seem to the professionals...). ☺ And you know that moment when everything just clicks - the weather, the company (Mark, Katja, Marija, Tijana, Petra and our great instructors Ben and Cameron), good waves for learning - everything just comes together at the perfect beach at Croyde Bay on this beautiful Sunday which will never ever be forgotten... So grateful to have been part of this - it was done for the first time ever on SOL courses, so we were literally making history! ☺ To feel so enthusiastic about something is such a great feeling and I am going to incorporate my experience into my lessons by talking with my students about their passions, hobbies, dreams etc. Great, great stuff all the way! ☺

16th July - Clovelly, Hartland Quay

Going to the little village of Clovelly today was an interesting experience. The whole village is owned by one family and you even need to pay an entrance fee to visit it... maybe this is why it looked like a little museum to me; there were no people walking around (except for the tourists), the houses seemed somewhat deserted, so the atmosphere was a bit scary to me, it just did not feel relaxed and/or comfortable... But it is pretty, though, situated at the seaside, with its cobbled streets and little gardens, with houses that have signs on them such as "This house is owned by our cat"... ☺

Mark also took us to Hartland Quay, which was great - the strong winds, the raging seas, the sea foam literally flying in the air like snowflakes or little pieces of cotton wool... very surreal... this is how I imagine *Withering Heights!* ☺

The evening was lovely as well, we even had dinner made from scratch for a change (spaghetti Bolognese) - nice surprise... ☺

Later we met up with the rest of the group to have a Pub Quiz evening and we actually got to test the knowledge we gained at the course about all the different places we visited and many other things we have learned during the last 9 days... I think our group did rather well. ☺

Tomorrow is our last day, it will be emotional again, since we all really clicked, the atmosphere was great throughout the course, we had so much fun, we had some great and constructive discussions on so many different topics that we will be able to re-think at home and use in our classrooms.



17th July - Barnstaple

Today we had the chance to visit a local primary school here in Barnstaple, called Yeo Primary School and I think we couldn't have ended our course better than visiting such a great and inspiring school. Fred Ovey, a former teacher at this school, gave us a tour of the school and took us from the school's garden where children grow their own fruits and vegetables (since, as the Fred told us, some of them do not know when they enter school that crisps are made from potatoes...), to the classrooms with endless resources from which children can learn. The concept of the school is to offer the children a friendly, happy environment where they can feel that they matter, that they can achieve something and be rewarded for it (for example, they have "Student of the week" award or "Helper of the week" award for each class), that they can be themselves even if they are feeling lonely or frustrated. They have a so-called Rainbow room where children can come when they are feeling lonely, sad, angry and there they can draw, talk to someone, get a hug or just snuggle up with a teddy bear in a little tent and spend some time alone... In the school playground they have different stops: the Bumps and Bruises Stop where children can come at get help if they hurt themselves, the Quite Zone Stop where they can come if they don't feel like playing with the other kids and just want to be in a quiet place; there's also a Buddy Bus Stop, where children who have no one to play with can come and wait for someone to invite them to play with him/her...and according to Fred Ovey, someone always comes...



I think these are such inspiring and positive concepts, which really combine the school environment where children learn but also the environment where they develop personally and grow and enjoy their childhood... Can you imagine working in a school like this? I would do it in an instant... These concepts are really something I will try to use in my classes as far as possible, because I do think it is vitally important to see the child not only as a number in your classroom, but also (and primarily!) as a person with his/her own wishes, desires, needs, concerns, fears... It is our last day and it has been such a wonderful journey... I've learned so much in the past 10 days, seen so many beautiful places, met some wonderful people and had some great discussions on so many different topics and in such a different way; I definitely did not expect to have such an inspiring and refreshing and all-in-all different teacher trainer course from the ones we're used to... so many new and refreshing approaches to all kinds of topics, connected to language (culture, national identity, environmental issues etc., etc.). This course showed me that language learning AND teaching can happen on so many different levels if one only has the will and the energy to embrace them and give it a go... and this course offers exactly this - it shows you the opportunity to do something in a new manner - but you still have to do it yourself. And this is the goal, I think, in teaching: show the students where they need to run, but do not show them the finish line - let them get there themselves.

New friends



iatefl Slovenia

Conference announcement

20th

annual IATEFL Slovenia conference

will take place under the title

@informedTeacher

in Terme Topolšica

from 7th March 2013 to 10th March 2013

**For updated information on the speakers, registration forms
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www.iatefl.si

**As every year, the conference will provide superb education, socializing,
relaxation, and fun. We are looking forward to seeing you all again.**

**We are accepting
speakers' proposals until 31st October 2012
and early bird registrations until 10th December 2012**

V želji omiliti varčevalne ukrepe, ki so nas doleteli, smo se odločili, da bo naše društvo do svojih članov še bolj prijazno,

zato smo

konferenčnino za zgodnje prijave znižali za **10 %**.

Zakaj se udeležiti slovenske IATEFL konference?

- **Kritično prijateljevanje**
- **Mreženje**
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- **Neformalna druženja in čas samo za moj profesionalni jaz**

Še niste naš član? »Težavo«, ki to v resnici sploh ni, lahko uredite takoj – na naši spletni strani najdete pristopno izjavo, jo izpolnite in že lahko uživate v ugodnostih, ki jih imajo člani naše učiteljske angleške družine ☺

O ostalih prednostih članstva si prav tako lahko preberete na naši spletni strani **www.iatefl.si**.

Od 7. do 10. marca 2013 bomo v Topolšici med drugimi gostili tudi dva zelo znana govorca – to sta

SHELLY TERRELL ter PETER DYER.

Prijave govorcev zbiramo do 31. oktobra 2012.

Vabimo Vas tudi k udeležbi na natečaju za najboljšega poročevalca s konference, in sicer: brezplačno udeležbo na konferenci podarimo članu, ki nas bo na kratko, v 100 besedah, najbolj uspešno prepričal, kako konferenco primerno obeležiti na spletu.

Vaše ustvarjalne predloge sprejemamo do 15. decembra 2012, na naslovu: info@iatefl.si.

TWIN

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