

IATEFL Slovenia Magazine
Autumn issue 2016, no. 68



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Lanzarote - Including teacher's travel experiences in the lessons

AMAZING BIRMINGHAM 2016 –
New knowledge, new experience

The World Scholar's Cup 2016,
Little Slovenia impressing Asia and further



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Osmisliti učenje je osnovna naloga vsakega učitelja in ni boljšega načina, kako priljubiti angleščino, od tega, da učence popelješ po svetu. V današnjih časih to ni enostavno. Šole in učitelji se bojijo odgovornosti, mnogi starši pa ne zmorejo ali znajo otrok odpeljati sami. Ni bilo lahko pred 15 leti prvič sestiti na avtobus in se podati z agencijo, o kateri nismo vedeli ničesar, na večdnevno potovanje v Veliko Britanijo. Bilo nas je strah pred odhodom, a takoj ko smo se podali na pot, smo vedeli, da je bila odločitev prava.

Po tistem, ko smo prvič potovali s TWinom, smo vedeli, da nas ne bo več strah. Lani smo že deseti odkrivali Evropo in vsakič smo se vrnili ne samo zadovoljni, ampak tudi hvaležni za TWinovo strokovnost, prijaznost, ustrežljivost ... Hvaležni smo celotni ekipi in nikoli ne bi izbrala druge agencije, saj sem prepričana, da niti cenovno niti strokovno potovanja ne bi mogla biti ugodnejše in bolj izpeljana.

Ta ekskurzija je postala stalna praksa naše šole in učenci komaj čakajo, da bodo dovolj stari, da se je bodo lahko udeležili. Nam, spremljevalcem, pa je v neizmerno veselje, ko jih opazujemo, kako polni vtisov in lepih doživetij še dolgo pripovedujejo o potovanju.

Ksenija Tripkovič, OŠ Selnica ob Dravi

IATEFL Slovenia Magazine
Vol. 16, No 68,
Autumn issue 2016

Published by:

IATEFL Slovenia,
p. p. 1677, 1001 Ljubljana
Email: info@iatefl.si, www.iatefl.si

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Printed by: Design Studio, d.o.o.

Graphic design: Petra Turk

Articles, letters and
other contributions should
be addressed to IATEFL,
p. p. 1677, 1001 Ljubljana
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Cover-page photo:

all-free-download.com

ISSN 1855-6833

Dear readers,

we know we are running late with this issue, but we are sure you can forgive us. It has been a hectic beginning of the new school year – as you all can agree for sure. ;)

The most important update from IATEFL Slovenia is that the association has a new board – we would first like to thank our new board members who stepped up to the task and decided to play a more active part in the association. And our gratitude also goes out to everyone who took the time to vote.

What we all still miss is more of you actively participating in our sharing and caring community. If you have any ideas on how to make our members more active, please let us know. The association is only as active as its members are. ;) Our call to participate in the European Day of Languages once again turned out to be a success. We received a record number of contributions and a lot of positive feedback, which gives us some additional motivation for our work in the future!

Do not forget that our competitions are starting soon – we hope as many of you as possible participate with your pupils and students. For more info on each of them, check our website.

Our next issue of IN Newsletter will hopefully be out in December – why not make it a great issue, full of your lesson plans for the festive December lessons? I am sure you have many of those and they could be helpful to your fellow teachers. We will also be happy to include your thoughts on anything that bothers you or maybe about something that you like and would like to share...

I'm looking forward to reading your contributions. ☺
Till December, have fun in the classroom and don't forget – IATEFL Slovenia is here for you. ☺

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Lanzarote - Including teacher's travel experiences in the lessons

By Andreja Pinter, Primary School Vitanje

It is always challenging seeing your students after long holidays. I am one of those teachers who have a lot of difficulties distancing myself from my job. Therefore even during my travels I often think about the students, lessons, and how I could bring my world in the classroom to motivate the students to learn most effectively. How can a teacher captivate the students? What is the best way to tell them about my holidays? Which materials should I use? And nonetheless what different types of lessons could be used? Can I connect with other teachers, subjects? Will that be interesting for them? Can sharing my stories help students to open themselves and start talking? These are all questions I want to answer in this article and also show you some ideas I used in the class from my trip to Lanzarote.

Bringing what I experience in other countries back to my students in a tangible way, helps them understand, how people live and act in places very different from here. We all know that being on a vacation, travelling or doing something totally different from ones daily activities is important to any person's well-being. Nonetheless it is difficult always to bring that in the classroom and some

teachers don't want to mix their personal experiences with their school activities. Children on the other hand love to hear about teacher's personal life and they like to know their teachers better. Teachers should bear that in mind and shouldn't forget that it is really important to create strong bonds with students. The students are highly motivated to talk in response of hearing personal stories, a shared story creates an authentic and personal connection. When teachers bring their experiences back to the class these lessons help students develop a global mind, they set a friendly attitude toward people of different backgrounds, and an awareness beyond their immediate community. Travelling gives you an opportunity to gain insights into the traditions and daily life.

From my experiences children can be so amazed and motivated that they fall in love with the subject or with travelling. I had such an experience when one of my students came back to visit me at our school after she's already finished high school and was in her 20s. She thanked me for sharing my stories and pictures from my trips. It was the reason she's also decided she wants to travel a lot and it was the reason she's fallen in love with discovering oth-



er countries. Of course it is every teacher's dream to impress the students and make them involved in the lessons.

The main question of course is how you want to share your experience with your students. It is necessary that you make a classroom action plan before you go on a holiday. You have to thoroughly think about what you need, prepare prior to departure and what think about what must you do during your trip to prepare your action plan for the classroom.

There are a lot of options that should be considered:

- YouTube videos
- Vocabulary words
- Geography
- History
- Traditional and popular music
- Day to day life
- Recipes, etc.

One of the options that students really like is also Google Earth presentation to show the path you made in your trip.

Here are some examples and ideas I used in the class after travelling to a Canarias island called Lanzarote.

Firstly I wanted to put students in action, so they had to do a little research on their own. We went to the computer room and in pairs they searched for the island on Google maps. I included geography and IT knowledge in the lesson. Our IT teacher joined me in this lesson and together we showed them how you can plan a trip to an-

other country using Google maps, and how you can save your plan on your maps. We also showed them how to use Google Street View to see on their own how your destination looks like in real. We travelled the roads on the computer and they could see the village where I stayed in and the landscape of the island. We also showed them how they can find some more details about interesting places in Lanzarote using Wikipedia. <https://en.wikipedia.org/wiki/Lanzarote>

I also showed them how easy it is to book a hotel and we looked at some useful new vocabulary while searching for the hotels.

While we were using the Internet I also showed them the possibility of using the YouTube for the purpose of planning your trip to another country. When planning and searching for the information about the island, I came over a video, about how shepherds used to travel around the island. The technique is called Salto del pastor and the video about it shows a 72 year old shepherd, who has been walking the mountains all his life using this traditional technique. This technique almost disappeared but fortunately some young people rediscovered it and it's a sport now and they use it because there are some places on the Canarias islands that could only be reached by using this stick. It's also interesting because this technique is used only on Canarias Islands, and it is a tradition which was passed on from the aboriginal inhabitants and people who use it today continue their tradition. In such moments I always also emphasize the importance of preserving Slovenian tradition and we thought about what was carried on from our ancestors. The video about



the Canarias shepherds could be seen on the following link <https://www.youtube.com/watch?v=B24VuzexH9o>.

In the second lesson I used some of my own photos. This lesson was in connection with Science. We looked at the geological structure of the island, which has a volcanic origin, and the volcanic structures seen there are really amazing and interesting for the children, who aren't used to seeing such a landscape. Sometimes it really feels like walking on the moon. There is also the largest underwater volcanic tunnel in the world. The photos of Timanfaya national park showed them the volcanic origin and they also saw my video of chicken roasting above the volcano.

I also showed them a really amazing example of a volcanic activity that takes place at low altitude and was over time eroded by the sea, leaving behind the striated wall of the crater displaying a myriad of red and russet colours. Really memorable is Lago Verde, a green lagoon filled with volcanic minerals and micro-organisms that are believed to be unique in this lake.

In the photos of Cactus garden they saw how they cultivate plants in a volcanic stone, because it remains damp for a long period of time. They could also see how you find information about the places you want to visit when you go travelling. I showed them all this on the web page <http://www.lanzarote.com/places/>.

The children were also amazed when they saw how the vineyards look like. Wine region is a protected area, vines are planted in pits 4-5m wide and 2-3m deep, with small

stone walls around each pit, which protect the vines from the constant wind. The unique landscapes form a valuable ecosystems. Students also loved this video <https://www.youtube.com/watch?v=YqeoC6JNwvM>.

The last story I shared with my students was a story about a Slovenian family that moved to Lanzarote to make a living there. They have two little children Val and Mia, who go to school there and because Lanzarote is a Spanish island they are already fluent in Spanish. Val also speaks English and French and at home they speak Slovene, of course. While staying there we also had the opportunity to see and participate in their celebrating the Halloween, which differs from ours. I told the students about their customs and they listened to the interview Val and his mum did when they visited Slovenia. You can listen to the interview with Val on the following link and the part when I started playing it to the students starts at 35:00. <http://radioprvi.rtvslo.si/2016/02/slovenecem-po-svetu-55/>

After quite a few lessons that I planned using my own experiences, photos and adventures, I can say it is worth the struggle. Students hardly wait, what they are going to hear about, when they come to the next English class and sometimes they ask me in advance what my plans are for the next holiday. Sometimes they even look up the information about the country even before they hear anything from me, and already know a lot of facts when we meet again. Children feel included and they like to know about teacher's personal life. It probably makes them feel closer to the teacher and there are so many possibilities for the teachers to keep the students motivated and in action.





AMAZING BIRMINGHAM 2016 – New knowledge, new experience

by Janja Čolić, OŠ Janka Kersnika

It seems years ago, but it's only five months since I attended 50th IATEFL Conference that took place in Birmingham in April 2016. I spend a couple of days at the conference as the IATEFL Slovenia delegate. The IATEFL Conference is the biggest conference for English teachers in Europe and not only the conference, also the online conference support is outstanding. One can still watch plenary sessions online as well as a selection of conference talks and over fifty interviews with presenters and conference delegates and other highlights on the IATEFL website.

At the conference, there were plenty of excellent speakers, not to mention plenary speakers such as David Crystal, Silvana Richardson, or Jan Blake.

David Crystal gave us a glimpse of the language change since 1966 as well as some speculations about its change up to 2066 in his talk Who would of thought it? With some well-known and some other completely new words, at least to me, he therefore illustrated the main changes in pronunciation, orthography, grammar, and vocabulary, discussing the chief factors involved – social mobility, globalization, and the internet, and compared the

changes that have taken place in the last fifty years with those that are likely to take place in the next fifty.

Silvana Richardson talked about the 'native factor' of English teachers and how the logic of the market is used to justify the current discriminatory recruitment practices that still perpetuate the view that a(n) unqualified native speaker is preferable to a qualified and professional 'non-native teacher.' She spoke from her own experience supported with many research studies.

Jan Blake, a storyteller, is a woman, I could listen to for hours. She told us some stories from Africa and the Caribbean and listening to her was unbelievable; how she used gestures, her voice, the rhythm, her body, how she managed to transport us to faraway places, how dynamic and powerful her stories were, how many feelings she could bring out – from a smile to tears. I hope one day we can invite her to IATEFL Slovenia conference!

Besides them, there were plenty of great speakers, some presenting publishers, language schools, or other institutions, but on the other side, there were plenty regular teachers, just like me, presenting their own work, speaking



through practice, sharing innovative ideas. There are a few of those speakers' ideas and games that you can find attached to this article. I've listened to various lectures touching themes from common European framework, emoji, reading lessons, changing grammar, teaching without books, lessons with music to teacher's managing time and their organizational skills. I've been to some creative workshops where we sang, wrote poems and played games using tongue twisters. There were workshops on visual literacy in creating classroom materials; boosting communication and confidence in class; memory strategies for language learners; motivation; teaching SEN students; teaching the four skills; assessment; learner attitudes to traditional and online homework; the power of play in the classroom; gamification; meditation in the class; the lexical approach and more.

Although I spent a lot of time listening to lectures or taking part at various workshops, I found the time to attend two organized walks around the beautiful streets of Birmingham; Birmingham Walking Tour and Jewellery Quarter Walking Tour. Birmingham is a diverse, lively city. Its heritage goes back over 1,500 years and the city is rich in history, architecture and culture. It's England's second largest city. Today the city boasts attractions including different kinds of museums and galleries, as well as the Library of Birmingham and a network of canals – the canal system played a major part in the industrialization of the city and it famously has more kilometers of canal than Venice.

a) Finish the two poems in your own words.

My Today

Today I will not ...
 Today I will not ...
 Today I will not ...
 I will not ...
 Today I will not ...
 Today I will not ...
 I will not ...

Today I might ...
 I'll ...
 I'll ...
 I don't think I'll ...
 I need ...

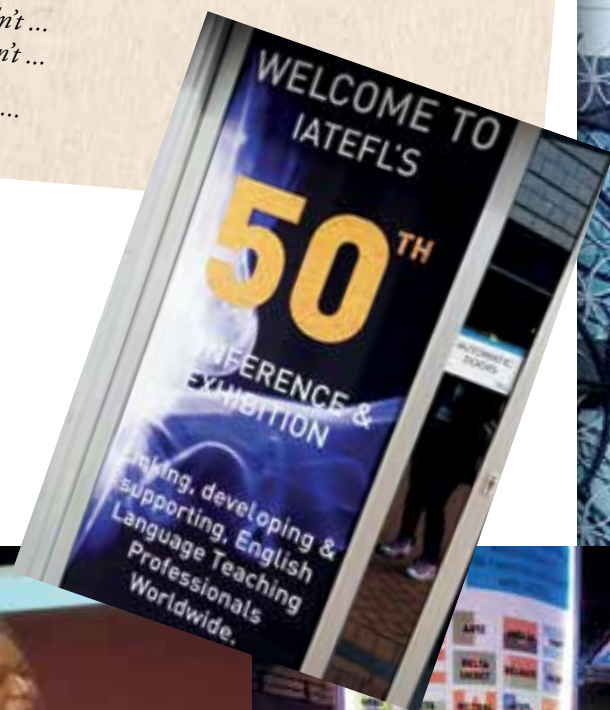
Last holiday

I didn't ...
 I didn't ...
 I didn't ...
 and I didn't ...
 I didn't ...
 I didn't ...
 But I ...

b) Collect memories from childhood (objects, sounds, tastes, images, words, people, memories) and use the ideas to complete the sentences of minimum seven lines (idea from JJ Wilson).

I'm from ...
 I'm from ...
 I'm from ...
 I'm from ...
 I'm from ...
 I'm from ...
 I'm from ...

Erika Osvatha

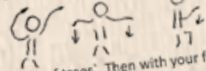


Tongue twisters (TT) are very popular with my students – that's fun for them and a kind of challenge. TT are authentic, they contain chunks that easily pass onto child's speaking, they are full of humor and wisdom of the language, have healing effect due to alliteration and rhythm immanent in them. There are ways in which TT can be used as an artistic group work that helps to strengthen class community. Here are some of them.

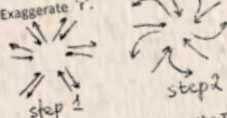
1) Slurring up.

R is a sound for movement, energy. Sometimes it needs to stir SS up at the beginning of the lesson.

Rustle of trees. Ripple of rain. Roaring of rivers across the plain.



Standing in a circle. Arms up and moving as if boughs of a tree for 'Rustle of trees'. Then with your fingers 'rippling' downwards show rain. Then with your arms 'rolling' run in the circle. First clockwise, then anticlockwise, for the third time – clockwise, more intensively. Exaggerate 'r'.



2) Circle breathing.

For this activity L is just right.

Lovely colours gleaming brightly, laughing water lapping lightly.

All standing in a circle and the group move into and out of the centre in one rhythm reciting the TT (step 1). At some moment the group begins to slide a little to the right while moving out of the centre (step 2, more challenging). Make a bigger, 'deep' slide to the right (step 3, even more challenging).

4) Canon.

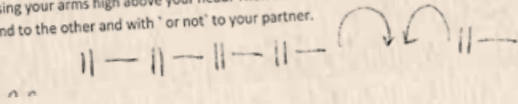
The class is divided into some groups (usually 3). Each group starts reciting the TT at a different moment (each next group a little bit later than the previous one) and goes on and on speaking (step 1). At some moment Teacher gives a sign for Pupils to mingle inside the circle listening to each other and at the same time trying to keep their own pattern. Teacher signs to take places in the circle and stops the groups in their turn (step 2).

8) Bean bags

Teacher can use any TT and choose the rhythm appropriate. Here is the rhythm for –

Whether the weather be fine, whether the weather be not, whether the weather be cold, whether the weather be hot, we'll weather the weather whatever the weather, whether we like it or not.

Standing in a circle. Each holding a bean bag in his right hand. On 'whether the weather' throw over the bag from one your hand to the other, on 'be fine/ be not/be cold/ be hot' pass the bag into the hand of the nearest partner. On 'we'll weather the weather' and then 'whatever the weather' pass the bag from your one hand to the other raising your arms high above your head. Then with 'whether we like' throw over the bag from one your hand to the other and with 'or not' to your partner.



R
Rustle of trees and ripple of rain,
Roaring the river across the plain.

Roughly rolled the roaring river
And rapidly ran the rain.

L
The light that lingers long and low
Makes the lovely colours glow.
Lovely colours gleaming brightly,
Laughing water lapping lightly.

T
Tittle, tattle, rant and rattle,
Two and twenty, plain but plenty.

Two toads totally tired,
Trying to trot to Tetbury.

S
She sells seashells by the seashore.
The shells she sells are seashells, I'm sure.

Snow and ice and silvered hedges,
Sleet and slush and slides and sledges.

Sailing ships on swelling seas,
Shining sun and summer breeze.

J
Jolly Jack and Joyful Jill
Jumping down the jaggy hill.

Th
Through the thick and thorny thistles
Thrust and thrashed the thirsty thrushes.

-Do the breath tests test the breath?
-Yes, that's the best of a breath test.

W
Watchful we will walk together,

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Whether the weather be hot,
We'll weather the weather,
Whatever the weather,
Whether we like it or not.

B
Blows the bitter blast,
Bends the barren bough,
Bud and blossom past,
Black is winter's brow.

A big black bug bit a big black dog on his big black dog.

Ch
Which switch, miss, is the right switch for Ipswich, miss?

M
My Mummy makes me muffins on Mondays.

Merry Mary married melancholy Michael.

G
Go, you grim and grizzly bear,
Growling in your gloomy lair.

L R
A lump of red leather, a red leather lump.

Red lorry, yellow lorry (speed up).

K
King Kong kissed Queen Kate.

Irina Shatrova



Mojca Belak



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The poetry competition was organised within the 9th ELTAM - IATEFL - TESOL international biannual conference on the topic 'Build bridges not walls'. The Macedonian word in all poems is there because it was one of the rules for the competition to use one word in first language.

Refugee I saw him on the platform, standing still amongst the moving crowds
Transfixed as if chained to the underground by an unfathomable pain.

I knew that I won't be able to cope with suffering of that magnitude
But my hand reached out anyway to hand him водичка
In hope that it will stifle the fire in his soul
my hugs might have been considered culturally unacceptable.
My heart however knew nothing of such norms and we entered a bubble
of purity and memories.

He showed me a picture of smiling, little faces of his children in the playground
And when we closed our eyes we saw them playing.
When we opened our eyes he could no longer see, since all was gone. Blown up.
Forever.

He had nothing left apart from his memories,
And yet he moved forward because he needed a safe place to keep them.
His memories.
I understood loss then. Because such loss just can't be handled alone.

I could hear the sounds of breaking, tearing and smashing
And those were the walls in my soul and they all crumbled.
And I wished then that he would be given a chance to help a child climb
the frames in a park.
So there will be love again.

The bombs took away everything but he refused to let go of the promise.
To build hope. And cross into a better brighter world.

Dragica Jordanoska

It is time ...

Wake up people from all races to
Shake the ruins of poverty
Throw away rage and melancholy
Escape from the pollution
Kick enemies and war
Brake the wall of hatred
Come on human beings, be reasonable
It is time we
Build bridges to share happiness
Bridges of hopes to lift us to heaven
Bridges of peace to flourish until the moon
Bridges of love to puzzle the stars
Bridges of friendship to flourish
BPEME E (It is time for us)
to construct together
Bridges before the Arctic melts
Until the sun still shines above our heads
As long as trees flourish in April
And severe winds blow time
Quickly wake up and act wisely, quickly
and together
Together we can make wonders.

*Slavica Stojchevska
Kumanovo
R. Macedonia*

Bridges of kindness

To build or not to build-
there is never a doubt.
What to build today
is what this is about.

Avoid becoming yet
another brick in the wall.
There's no reason to shout,
you'll just stumble and fall.

Try kindness and compassion
seasoned with genuine care.
Soon enough you'll see them
smiling at you everywhere.

Enjoy diversity and
build bridges to connect.
Сподели радост and
treat everyone with respect.

Design a better world
with brand new plans and maps
and brave bonding bridges
to fill in all the gaps.

*Anita Dimovska
"Kocho Racin" Primary School
Kumanovo, Macedonia*



The World Scholar's Cup 2016

Little Slovenia impressing Asia and further

Written by **Petra Cerar**

On March 1, 2016 Danila Kumar School hosted the Regional Round of the prestigious World Scholar's Cup competition for the second time. Students competed in six subject areas, connected with this year's common theme Imperfect World. The best teams (seven from Danila Kumar School, students from international as well as national department) qualified for the next level of the competition - The Global Round. This year it took place in Thailand, Bangkok and not only 21 students from our school took a long journey there, but also many students from other Slovenian schools.

Coach of the Year Cup



Taking up the challenge

With all the enthusiasm from the part of the students and their mentors, it wasn't difficult to take up the challenge. Nobody wanted to miss the chance of competing against 3500 scholars from all around the globe. It wasn't just about travelling to the other part of the world, but also about gaining memorable experiences, meeting new people and cultures, other ways of life and expanding horizons. It was not just 21 students from Danila Kumar, but also numerous other teams from Slovenia who took up the challenge and headed to conquer Asia.

An unforgettable experience

The students competed in 4 disciplines - team debates, collaborative writing, scholar's bowl and the scholar's challenge. However, the event wasn't just serious all the time. For the scholars to relax, meet and socialize, a few other events took place – the talent show, debate showcase, dance and the cultural fair. At the cultural fair, the students tried to do their best to present their home country, that is why the preparations started more than a month before the departure.

The Slovenian stand, prepared by all Slovenian teams from across the country, was full of promotional materials, kindly given to us by Government Communication Office – I Feel Slovenia, TIC Ljubljana and the company Rolljet. We spoil our visitors with the popular Frutabelas by Fructal, chocolates Lucifer and Rajska ptica, honey by Čebelarstvo cvet and dried apples. We also had posters showing the Slovenian landscape, cities and the picturesque countryside.

Awards

The closing ceremony started with a flagbearers parade of all countries. The proud Slovenian flagbearers were Justin Andraz Okai (junior division) and Eva Sreš (senior division). The coordinator of WSC in Slovenia and the organizer of the regional round in Ljubljana, Katarina Lovenjak, was awarded with the prestigious title Coach of the Year.

Congratulations to all our students!

All our teams qualified for the Tournament of Champions taking place at the prestigious Yale University – many students are taking up this challenge in November 2016, too! If you want to read more about the competition and the regional rounds in 2017, please visit <http://www.scholarscup.org/> or contact Katarina Lovenjak at lovenjakk@os-danilekumar.si.



An important moment of the opening ceremony.



Students of Danila Kumar and the visitors of our stand



SLOVENSKO DRUŠTVO UČITELJEV ANGLEŠKEGA JEZIKA IATEFL SLOVENIA

Vegova 4, p. p. 1677, 1001 Ljubljana, info@iatefl.si

izdaja na podlagi 20. člena Zakona o društvih

RAZPIS ZA ZBIRANJE KANDIDATUR ZA ČLANE UPRAVNEGA ODBORA,

in sicer za:

vodjo sekcije za iskanje sponzorskih sredstev in prijavljanje na javne razpise (M/Ž).

Pogoji za kandidaturo

Na razpisu lahko kandidira vsak član Slovenskega društva učiteljev angleškega jezika IATEFL Slovenia (v nadaljevanju IATEFL Slovenia) z zaključeno univerzitetno izobrazbo nebolonjskega ali bolonjskega študija, ne glede na spol. Moška oblika imen funkcij je uporabljena izključno zaradi jasnosti in preglednosti.

Volitve

Volitve bodo izvedene v skladu s 13. členom statuta IATEFL Slovenia. Volitve bodo potekale v elektronski obliki, na njih lahko glasujejo vsi člani društva. Član društva je vsaka oseba ali organizacija, ki ima na dan glasovanja/kandidiranja poravnano članarino.

Volitve bodo potekale v tednu od 7. 11. do vključno 13. 11. 2016, do 23:59:59.

Vsi glasovi, oddani po tem času, bodo neveljavni. Prejšnja določba ne velja za primer, ko za določeno mesto ne bo prijavljenih kandidatov. V tem primeru bo razpis odprt, dokler se ne zapolni prosto mesto, glasovanje pa se bo izvedlo v roku 7 delovnih dni po prejeti prijavi. V obeh primerih bodo člani glasovali preko prejete povezave, glasovanje ne bo tajno.

Prijavnico za kandidaturo najdete na naši spletni strani,
pošljete jo na naslov info@iatefl.si

Rok za prijavo je 7. 11. 2016, do 12.00 (šteje ura in datum prejema prijave,
ki je zabeležena v prejeti e-pošti).

Vodja sekcije za iskanje sponzorskih sredstev in prijavljanje društva na javne razpise:

- aktivno išče možnosti sponzoriranja društva.
- spremlja javne razpise,
- zbira in ureja dokumentacijo za pridobivanje sredstev iz javnih razpisov.

European Day of Languages 2016

The contributions were selected randomly.

Thank you all for your participation :)



Planning lessons and courses 1:

Describing assumptions and potential problems

By Katherine Bilborough

This series of articles explores twelve professional practices that are important for the development of English language teachers.

Development in these practices moves through a series of key stages, from being aware of the practice to being able to help other teachers to progress. These articles will help you to develop your understanding, skills and confidence in these areas.



Useful vocabulary	
appropriate	Appropriate materials are at the right level and are suitable for the students.
assumption	An assumption is something you believe to be true, but which might not be.
potential problem	A potential problem is a problem that might happen.
solution	A solution is an answer to a problem.
stage	A period of time in a lesson which forms a part of the complete lesson. For example, the first stage of a lesson is often a warmer.

Planning is an important part of a teacher's job. Above all, you need to think about the students' needs and what you want your students to learn by the end of the lesson. You also need to plan each **stage**, choose **appropriate** materials and have these ready before the lesson begins. Another important part of planning is to have a Plan B with alternative materials and activities. This is because lessons rarely 'go to plan'.

When we are planning lessons, it is important to think about **assumptions**. It's also important to think about **potential problems** and solutions for these problems.

Assumptions can be answers to questions like:

1. *What do I think my students already know?*
2. *What do I think my students can do?*

These assumptions affect the way we plan our lessons. If the next grammar point is 'the past simple' but we think our students already know how to use it, we might choose to do a quick review of the language. However, it's important to be aware that these are assumptions. We might need to change our lesson plan if it becomes clear that our assumptions were incorrect.

Activity: Potential problems

Potential problems can be things like:

1. *I planned to do a listening activity but the audio player or computer isn't working.*
2. *My students finished an activity much more quickly than I expected.*
3. *My students are taking much longer to do an activity than I expected.*
4. *Only half of my students have got their textbook.*

Match **solutions** A–D with potential problems 1–4 above.

- A Always have an extra activity planned for 'fast finishers'.
- B Ask students to work in pairs, sharing a book.
- C Read the audio script aloud or use it as a reading text.
- D Move an activity from your lesson plan to homework or to the next lesson.

Activity: Think about your next class.

- Think about these things:
- the students (age, likes and dislikes) / language level / classroom (size, design) / materials (coursebook, other materials)
- What assumptions are you making about your students?
- What potential problems can you see?
- Can you think of some solutions to these problems?

Key points to remember

- There are lots of different ways we need to plan our lessons.
- We need to think carefully about our learners' needs.
- It's important to think about the assumptions we are making about what our students know, don't know and need to know.
- It's important to think about potential problems during the lesson and solutions for these.

Over to you

Discuss these problems with a colleague. Suggest possible solutions.

- There isn't enough time to do everything in the coursebook.
- Some students are slow readers and others finish reading quickly.
- Your class always finishes late because students want to ask questions at the end.
- You want to do pair work but you have an odd* number of students in your class.

*odd numbers: 1, 3, 5, 7, etc.; even numbers: 2, 4, 6, 8, etc.

Answers
A2; B4; C1; D3