



ASSOCIATION
OF TEACHERS OF ENGLISH
OF THE CZECH REPUBLIC



FACULTY OF EDUCATION
OF MASARYK UNIVERSITY

THE 12TH INTERNATIONAL AND 16TH NATIONAL ATECR CONFERENCE

ELT SIGNPOSTS

BRNO, 8–9 SEPTEMBER 2017

CONFIRMED PLENARY SPEAKERS:
Stefania Ballotto (Pilgrims) and Don Sparling

MAIN TOPICS:

- ▶ modern technology in ELT
- ▶ teaching English to different age groups
- ▶ teaching English in inclusive classrooms
- ▶ teaching English out of school
- ▶ refreshing our language
- ▶ culture in ELT
- ▶ the Maturita exam, International exams

The event is accredited (MSMT- 32728/2016- 2- 835)
The number of participants is limited to 300.

Deadlines and fees:

30 April 2017 for presenters
(990 CZK for commercial presenters or 490 CZK for noncommercial presenters)

17 June for participants

Normal fee registration and payment (990 CZK)
Reduced fee for participants from the same institution (790 CZK each)
and university students (790 CZK)
ATECR, AMATE and other partners 790 CZK
One day fees available (.....)

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KEYNOTE SPEAKERS

DON SPARLING, FRIDAY, 1:30 - 2:30, ROOM 50, PLENARY SESSION

THE DARK AGES: ENGLISH IN THE AGE OF 'NORMALIZATION'

BIO: Don Sparling studied at the Universities of Toronto and Oxford. After coming to Czechoslovakia in 1969 he taught at language schools in Brno and Prague. In 1977 he joined the staff of the Department of English and American Studies at (what is now) Masaryk University, subsequently serving twice as Chair. From 2000 until his retirement in 2009 he was Director of Masaryk University's Office for International Studies. He is the co-author (with Jaroslav Peprník and Stella Nangonová) of the four-volume series *Angličtina pro jazykové školy* and (with Jaroslav Peprník) of the two volumes of *Angličtina pro filology*, as well as the author of the cult handbook *English or Czeenglish: Jak se vyhnout čechismům v angličtině*.

ABSTRACT: During the 1970s and 1980s Czechoslovakia was cut off from "the West" to a degree that is almost unimaginable nowadays. For those of us who were involved in teaching English - the language of the "imperialist enemy" - in those years, the hurdles were daunting: the state was fundamentally suspicious of all things English, and access to the language was highly limited. This informal presentation will take a personal look at, among other things, joining the English Department at the then Jan Evangelista Purkyně University (now Masaryk University), official efforts to standardize the English curriculum, the challenges in writing textbooks (for the state language schools, and English or Czeenglish), obtaining teaching material, how the one single student exchange in the country was kept in existence, the curiosity of the Secret Police, and how the country's unique English Club came into existence.

STEFANIA BALLOTTO, SATURDAY, 9 - 10 AM, ROOM 50, PLENARY SESSION; PILGRIMS

LEARNING FOR LIFE IN THE 21ST CENTURY

BIO: Stefania Ballotto, South -African-Italian, studied and graduated at The University of Witwatersrand in Johannesburg, South Africa and got a MA degree in Applied Linguistics at The University of Cambridge in England and has a degree in Modern Languages from The University of Udine in Italy.

She has a diploma in Coaching for Professional and Personal Mastery from The Newfield Network in The U.S.A and is a Master Practitioner in N.L.P -London.

She has worked with Howard Gardner in Project Zero, in The U.S.A. and has a diploma in Multiple Intelligence and In Making Thinking Visible from Harvard University College of Further Education in The U.S.A.

She is a teacher, teacher trainer and a trainer of trainers and has been in this profession for 36 years. For the past 13 years she is part of the staff of the University of Udine, Udine, Italy, where she lectures and holds laboratories on the Didactics of the English Language, and in the department of "Scienze della Formazione".

She has been a Pilgrims Teacher Trainer in Canterbury, England for over 15 years and specialises in Methodology for Young Learners, Secondary, CLIL -for young Learners and Secondary - High school, Teaching through Art and Music, Multiple Intelligence and Creative Methodology. She is also a Cambridge ESOL official examiner.

ABSTRACT: Some practical terms on how to infuse 21st-century skills from standards all the way into the classroom will be discussed.

What has been glaringly left out in recent assessment practice is the measurement of essential 21st-century skills, for example, and the deeper understandings and applied knowledge that can come.

The central idea in this talk is to convey that we, teachers, are the front line of this change, and we have the knowledge, skills and support to be effective. We can alter and evaluate our own work to improve pupil learning and our own practice. Ideas about self-assessment will be shared and focussed, an ability which involves skills such as decision making, organisation and self-awareness. The skills and competencies debate beyond rhetoric and provide a compelling and engaging argument for our learners to succeed in a Knowledge Age.

Key benefits, such as Learning Environments, space and time, learning with technology will be touched upon together with some practical suggestions on how to train ourselves as teachers in being able to critically reflect on and evaluate our work.

We will also look at practical ways to help students become proactive in the process of evaluation so that they can develop a feeling of ownership of their learning.

A possible Future Learning Framework for designing a 21st century approach to education, an approach aimed at preparing all our children to successfully meet the challenges of this brave , new world will be provided.

PAUL BRADDOCK, SATURDAY, 4 - 5 PM, PLENARY SESSION
BRITISH COUNCIL

TEACHING FOR SUCCESS - FINDING YOUR WAY THROUGH CONTINUING PROFESSIONAL DEVELOPMENT

BIO:The web manager of Teaching English, the British Council's website for teachers. He lives and works in Barcelona, where he was previously a senior teacher at the British Council YL centre, responsible for the training & development programme. He has lived and worked as a teacher and teacher trainer in Lisbon, Budapest, Tokyo and Hastings.

ABSTRACT: How much time do you spend on your professional development? As busy teachers, it can sometimes be difficult to find the time and motivation to focus on our own teaching.

In this talk we will look at why this should be an essential part of our work, as well as what effective development looks like. I will also talk about the British Council's Teaching for Success approach to CPD and suggest strategies and activities that you can use without having to spend hours outside the classroom.

FRIDAY (8 SEPT. 2017)

13:00 CONFERENCE OPENING (LIBUŠE KOHUTOVÁ - ATECR PRESIDENT, SVĚTLANA HANUŠOVÁ - HEAD OF DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, MASARYK UNIVERSITY)

13:30-14:30

DON SPARLING, ROOM 50, PLENARY SESSION

THE DARK AGES: ENGLISH IN THE AGE OF 'NORMALIZATION'

During the 1970s and 1980s Czechoslovakia was cut off from "the West" to a degree that is almost unimaginable nowadays. For those of us who were involved in teaching English - the language of the "imperialist enemy" - in those years, the hurdles were daunting: the state was fundamentally suspicious of all things English, and access to the language was highly limited. This informal presentation will take a personal look at, among other things, joining the English Department at the then Jan Evangelista Purkyně University (now Masaryk University), official efforts to standardize the English curriculum, the challenges in writing textbooks (for the state language schools, and English or Czenglish), obtaining teaching material, how the one single student exchange in the country was kept in existence, the curiosity of the Secret Police, and how the country's unique English Club came into existence.

15:00-15:45

SARAH JOHNSON, ROOM 50

TEENAGE ENGLISH

Refreshing our language; secondary (11-15), upper-secondary (16-19); workshop; Mary Glasgow, INFOA

How do we motivate a generation of 'digital natives' to want to read and learn English when attention spans are getting shorter and shorter?

IOANA KOCUROVÁ-GIURGIU, ROOM 60

SILENT TEACHER?

YES, YOU CAN! – USING SILENCE IN THE LANGUAGE CLASSROOM TO ENCOURAGE FULL PARTICIPATION AND COLLABORATIVE LEARNING

Teaching methods in business schools; upper-secondary (16-19), tertiary; talk

This talk aims at showing the importance of silence in the classroom to encourage learner autonomy as well as confidence in enhancing productive skills, mainly speaking, while using passive skills as listening and observation. The approach towards the use of silence has been debated a lot among teachers and scholars. Nevertheless, there are aspects worth considering, and this talk sets out to show some of the advantages derived from the use of teacher silence based on a case study from an internationally accredited business school in the Czech Republic.

TEREZA HAVRLANTOVÁ, ROOM 10

YLE PREPARATION? FUN TIME FOR YOUR ENGLISH CLASS!

International exams; primary (6-10); workshop; Nakladatelství Fraus

In this session, we will start off by spotting the differences between the current format and the 2018 revised exam. Practical tips on how to exploit and extend exam practice materials will be given. We will focus on activities developing students' vocabulary and soft skills related to the exam in a way that is fun, motivating and challenging for young learners. By the end of the session, teachers should have a variety of practical, adaptable and simple ideas that can be immediately implemented in the classroom.

LISA LEEBHOFF, ROOM 11

EFFECTIVE EFL TEACHING STRATEGIES TO MAKE YOUR LESSONS: MEANINGFUL, MANAGEABLE & MEASURABLE

Teaching English in inclusive classrooms; all levels; workshop

"If there were no students in the room, could I do what I am planning to do?" "If your answer to the question is yes, don't do it". (Gen. Ruben Cubero).

Workshop attendees will be exposed to useful strategies that make English lessons more meaningful, manageable and measurable. Research has shown that people learn by participating; observing, speaking, writing, listening, thinking, drawing, and doing. We will explore simple classroom strategies useful to create environments where students are actively participating and engaged with the material. We can't effectively teach if all our students are not engaged.

BARBI BUJTÁS, ROOM 12

TAMING AUTHENTIC CONTENT FOR BEGINNERS

Modern technology in ELT; all levels; workshop

During the workshop we will gain hands-on experience on how to use authentic digital content to promote learning and facilitate consuming authentic language input and thus

promoting language acquisition. We will tap into motivation (how to ease the pain of meeting authentic language that might feel intimidating), shaping our learners' 'English life' or 'speaker of English self', we will see techniques that draw ideas and principles from Videotelling and TPRS.

JASMINA FALGE, ROOM 57

HOW TO INTENSIFY YOUR YL TEACHING

Games and drills in YL teaching; primary (6-10), secondary (11-15); workshop

While teaching young learners, we must think of ways how to create a stressfree lessons. There are at least three conditions which must be fulfilled: TPR, respect of the silent period and having a lot of coral drilling. Apart from songs and chants, I would like to offer a few ideas on even more simple routines which can help you in the teaching learning process. Here are some of the situations: you want an energetic start of a lesson; fill in the last 5 minutes; calming the group down; maximising the target language use.

ALEKSANDRA JEVTIĆ, ROOM 59

PICTURES INTO WORDS

Literature in ELT; secondary (11-15), upper-secondary (16-19), adult, language schools; workshop

In this workshop we will look at activities which use picture books to develop vocabulary, practice grammar and prompt speaking, writing and creative thinking in students. The activities are designed with teenagers and young adults in mind while the language level ranges from elementary to proficiency. The workshop will provide you with the practical activities that you can use in your own classroom but also inspire you to use wordless books as a new resource.

ZSUZSANNA SOPRONI & JASMINA SAZDOVSKA, ROOM 63

SECOND THOUGHTS ABOUT THE NATIVE NON-NATIVE DEBATE

Professional development; all levels; talk

In this talk we hope to have a discussion with participants on the merits of being a native English speaking teacher compared to the advantages of various qualifications and experience. There are a large variety of teaching contexts, from language schools to universities, so we would like to examine what type of qualifications or trainings may be needed for the different settings. We would like to draw up various teacher profiles that may be better suited to describing teachers rather than the simple native versus non-native divide. This would hopefully lead to a higher level of professionalism in the field.

16:00-17:00

DAVID FISHER, ROOM 1

CREATIVE WAYS TO DEAL WITH CULTURE IN AN EFL CLASSROOM (FOR BUSY TEACHERS)

Culture in ELT; secondary (11-15), upper-secondary (16-19), vocational schools; workshop; The Bear Educational Theatre

Teachers who are specialized in language teaching are often also required to deal with topics which lie outside their usual field of knowledge. This practical workshop by the director of The Bear Educational Theatre will share some techniques for dealing with these topics quickly and memorably, without need for much extra preparation or specialist knowledge on the part of the teacher.

GRZEGORZ SPIEWAK, ROOM 10

A GATEWAY TO SPEAKING SUCCESS

The Maturita Exam; upper-secondary (16-19), vocational schools; workshop; Macmillan Education

Speaking in a foreign language is no doubt the greatest possible challenge, especially in exam conditions. How can we help our teenage students with this, even when their linguistic resources are limited, and develop the crucial I-can attitude? This is where this session comes in. We'll try out a variety of fresh, motivating speaking exercises, with an eye to devising an effective teaching programme for exam purposes and for language use beyond the classroom. Some illustration for my activities and tips will come from Gateway, a major upper-secondary course published by Macmillan.

EVA LANGE, ROOM 11

CHALLENGES OF TEACHING DYSLEXIC STUDENTS

Teaching English in inclusive classrooms; primary (6-10); workshop

Teaching English to students with special educational needs (SEN) can be challenging and exhausting for most of the teachers without the right approach. Students with SEN often face challenges in learning a second language, and for them the early success is even more important for their future language development. This workshop will be aimed at some useful tips and tricks on what are the foundations of teaching these students as well as how can you set up your lessons so your students will get the most of them, they will like English lessons and you, teachers, will enjoy it as well.

LOUEL ROSS CALLEJA, ROOM 12

FANTASTIC ENGLISH WORDS ABOUT CZECH CULTURE...AND HOW TO TEACH

Culture in ELT; all levels; workshop

Over the years, I've managed to compile a smorgasbord of vocabulary you're unlikely to find in coursebooks but which, I've observed, students tend to need when they talk about their way of life. How can we teach these lexical items effectively? How can we help our learners become not only competent users of the English language but also successful communicators of Czech culture?

STEFANIA BALLOTTO, ROOM 57

CREATIVITY IN THE LANGUAGE CLASSROOM

Professional development; all levels; talk

What exactly is rapport? According to the dictionary it is a "harmonious or sympathetic relation or connection". We could say it is maximising similarities and minimising differences between people at the non-conscious level. Perhaps the most basic component of rapport is the ability to listen. Some meaningful activities to teach and encourage good listening skills both for teachers and learners.

An effective and fun way to get people to listen. HOW? Some suggestions to add to all the auditory things you are already doing in the classroom; activities to tune up your auditory skills, and activities which have an immediate and positive impact on self-esteem, making listening the feature of classroom life most generally required for nondidactic methods to work.

JANA ČADOVÁ, ROOM 59

THE RIGHT TIME FOR FUN FOR THINKING, LEARNING AND EXAM SKILLS

International exams; primary (6-10), language schools; workshop

In this session the teachers can see the Kid's Box and Fun for advantages at an exam preparation now fully in line with the revised Cambridge English: Young Learners tests. YLE tests have been designed to encourage primary school learners to show what they CAN do, rather than what they cannot. Learners are highly motivated with illustrated, fun and interesting tasks that assess their listening, reading, writing and speaking skills at YLE levels - Starters (pre-A1), Movers (A1) and Flyers (A2). The main changes in the YLE testing will be highlighted, too. Different tasks *will* be presented revealing what pupils have to cope with and how publications 'Kid's Box', 'Fun For' and 'Story Fun' series aim to

motivate young learners in their learning experience by providing activities to practise English in a meaningful, success-oriented, creative and enjoyable way.

DANIELA CLARKE, ROOM 60

LEARNING BEYOND: CHALLENGING THE TEENAGE BRAIN

Teaching teenage learners; secondary (11-15), language schools, vocational schools; workshop; ILC Czechoslovakia

This session aims to show how we can inspire and engage teenage learners beyond 'just learning' new language. We will look at a variety of practical activities which take into account a wide range of learner abilities and learning styles, and help stimulate the teenage brain into not just absorbing, but effectively storing and using newly learned language.

DAGMAR ŠKORPÍKOVÁ, ROOM 63

TEENGELS

Professional development; upper-secondary (16-19); talk; Oxford University Press

It is often claimed that teenagers are difficult and challenging to teach. But are they? Are they devils or angels? In this talk, I will draw on my personal teaching experience, as well as on official secondary methodology books to examine the specifics of teenagers, their needs and desires. I will look at how to deal with problematic situations that may occur in teenage classrooms to come out with flying colours. I will reflect on the impact of communication technologies and how these seem to have affected the emergence of new issues to tackle in the teaching process. Finally, I will address the view of the many that present teenage generation is less intelligent and not hard-working as compared to their predecessors.

17:15-18:00

ILONA ŠOSTRONEKOVÁ, ROOM 50

HOW TO 'COMMUNICATE GRAMMAR'?

Refreshing our language; all levels; workshop

I have been hearing from my students: 'I know some words, but I do not know the grammar. I want to speak fast (because that means fluent – they usually feel), but I do not know how to do that'... Do you find yourselves familiar with such a situation? What is your answer? Do you say 'we shall drill first, then substitute and then just speak 'freely' and it will come'...or do you not know? So, come to this workshop; and together we will

take a look at some hands-on activities to help your students feel better about their 'speaking fluent grammar'.

MARTIN JELÍNEK, ROOM 60

BECOMING AN ENGLISH STAR

Modern teaching methods in ELT; primary (6-10); workshop; Macmillan Education

This workshop focuses and offers a visual approach to grammar, which is eminently practical for students of all ages in order to understand the building blocks of the language and eventually to be able to manipulate the language for themselves. We will take a look at how it works when grammar is presented through cartoons and example sentences, colour coding and visual associations. Let's build meaningful blocks together!

DANKA SEKERKOVÁ, ROOM 10

ESSENTIAL TEACHING PRINCIPLES YOU (MIGHT) HAVE FORGOTTEN

The Maturita Exam; upper-secondary (16-19); workshop; Pearson

Make your adolescent students learn the most while you as teachers do not waste your time, nor your energy – these are in my experience the very basic and very simplified principles that contribute to bilateral classroom satisfaction when both you and your learners leave the lessons feeling it was worth it. In this session we are going to look at useful techniques that promote vocabulary acquisition and its long-term retention, ideas how grammar explanation and practice can be made more meaningful and fun through engaging context and multiple media channels and finally share views, experience and tips on limiting your preparation time to minimum.

JANA JÍLKOVÁ, ROOM 11

FIRST AID: MAXIMIZING LEARNING THROUGH CLIL

Teaching English in inclusive classrooms; all levels; workshop

ESL learners are challenged with learning a new language and new content in that language at the same time. This hands-on workshop demonstrates how content and language integrated learning (CLIL) can be used in a regular classroom with students of different abilities and needs. We will focus on helping the learners develop skills needed in today's world. More importantly, I'll suggest applicable and creative ways of CLIL that can be implemented both inside and outside the classroom. The activities will be illustrated with examples from first aid training. You never know when you might need it to save lives.

ANNA KALIZHANOVA, ROOM 57

GAMIFICATION OF EDUCATIONAL PROCESS TO BUILD METACOGNITIVE AWARENESS OF AUTONOMOUS LEARNERS

Modern Technology in ELT; adult, language schools; talk

Trello Board is a free online platform that has been used successfully in the organization of students' self-work, increasing learners' motivation, and providing timely feedback from teachers as well as peer-review and reflection.

ALENKA TRATNIK, ROOM 63

CUISENAIRE RODS IN THE ELT CLASSROOM

General ELT; all levels; workshop

In this practical hands-on workshop I am going to share a variety of Cuisenaire rod activities for practising grammar, recycling vocabulary, focusing on word stress, creating stories and much more. These communicative and fun activities are designed to be used with a variety of levels and classroom types, creating quality learning experience as well as the atmosphere of enjoyment and fun. So come along and learn how to use Cuisenaire rods as a pro.

JOANNA NAPOROWSKA, ROOM 12

SELF-COACHING TOOLS FOR TEACHERS

Professional development; all levels; workshop

Coaching has already been implemented in the school contexts as a tool to improve the quality of education and to help teachers, students and parents to cooperate more effectively. What is self-coaching then and can we put into practice when it comes to our teaching lives? In this session we will have a look at a few self-coaching activities that you can do at home to reflect on and progress your teaching skills and to make your job more effective and gratifying.

SATURDAY (9 SEPT. 2017)

9:00-10:00

STEFANIA BALLOTTO, ROOM 50, PLENARY SESSION

LEARNING FOR LIFE IN THE 21ST CENTURY

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What has been glaringly left out in recent assessment practice is the measurement of essential 21st-century skills, for example, and the deeper understandings and applied knowledge that can come.

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10:30-11:15

MIYOKO TAKATAMA, ROOM 50

TEACH ENGLISH WITH ART: TOOLS AND IDEAS

Teaching methodologies; all levels; workshop

Art has been used to enhance learners' academic and professional success in various educational fields. On the other hand, language teachers may need to take additional steps to use art in their classrooms successfully. This session will introduce useful tools, resources, and teaching ideas to use art to develop English learners' vocabulary, communication skills, critical thinking skills, and tolerance for different views. The presenter will use several artworks including Czech art in this session.

AILSA RANDALL, ROOM 12

USE OF ONLINE APPLICATIONS TO TEACH VOCABULARY

Modern technology in ELT; upper-secondary (16-19), adult, language schools; workshop

The workshop will practically demonstrate the use of various online applications in the teaching of vocabulary.

ANDREA KRÍŽKOVÁ, ROOM 10

BRIDGING LANGUAGE QUALIFICATIONS HERITAGE WITH ADVANCED EXAMINATION TECHNOLOGIES

International exams; all levels; talk; LanguageCert

LanguageCert is a set of English Language qualifications that abide by the most rigorous quality and reliability standards and are mapped to the CEFR. They are also specially designed for those intending to study, work, or travel around the globe. Qualifications are awarded to learners upon successfully passing the LanguageCert examinations offered by PeopleCert, a leading global certification body leveraging its own globally recognised state-of-the-art delivery technologies in order to make the examinations accessible and convenient. This presentation will introduce LanguageCert exams which test effective communication skills in English.

RYAN SMITHERS, ROOM 11

A NEW MAP FOR TEACHING ENGLISH GRAMMAR: A MEANING-ORDER

Teaching English in inclusive classrooms; all levels; talk

This interactive talk proposes a new approach to teaching English grammar that is suitable for inclusive classrooms and learners of different age groups. Specifically, it demonstrates how a meaning-order based approach to pedagogical grammar for English (MAP) can be superior to other methods of grammar instruction because MAP: (1) is easy to teach and learn; (2) does away with the use of metalanguage; (3) reduces errors that lead to communication breakdown; and (4) provides learners with a simple and visualizable roadmap for learning English. Moreover, attendees will leave with MAP handouts that can be adapted to various classroom contexts.

JANA MIŠÁKOVÁ, ROOM 60

TEACHING WITH MOVIES MADE EASY

Modern technologies in ELT; all levels; workshop; Archimedes Inspiration a.s.

Unlock the magic of English for your students in a natural way - use movie dialogues in a structural way to teach grammar and pronunciation or to roleplay. In this workshop you will learn how to use the award winning Mooveez app to provide exciting English lessons or as extensive listening program.

ŠÁRKA DOHNALOVÁ, ROOM 57

CLIL IN MŠ

Professional development; pre-school; workshop

English in kindergarten as a parallel approach to what is going on in the pre-school curriculum. Topic based approach using multiple intelligences in the sensori-motor setting.

MICHAEL GEORGE, ROOM 59

CURRENT EVENTS IN YOUR ENGLISH LANGUAGE CLASSROOM

Culture in ELT; upper-secondary (16-19), tertiary, adult, language schools, vocational schools; talk

Using what is in the news to enliven your English lessons.

EVA MINAŘÍKOVÁ, ROOM 63

WHAT I SEE IS NOT WHAT YOU SEE: THE POWER OF VIDEO IN PROFESSIONAL DEVELOPMENT

Professional development; all levels; workshop

This workshop will focus on the variety of views, opinions and perspectives different teachers have when looking at the same classroom situation and also on the ways we can learn from them. We will discuss the power of video for teachers' professional development and how to use it in reality, including useful links and resources. We will also try working with some classroom videos and see what we (can't) see.

11:45-12:30

MICHAELA ŠAMALOVÁ, ROOM 60

THE USE OF CONTEMPORARY TRANSLATION IN ELT

Teaching methods; upper-secondary (16-19); workshop

The aim of the workshop is to present pedagogical translation as one of effective means of language teaching and learning and to explore the use of contemporary translation in the language classroom. Different approaches to translation will be introduced and a range of translation activities, games and ideas, which can be used by English teachers, will be presented. We will have a look at some strategies of how to use translation in connection with the development all four language skills and at some tips on how to gain

maximum impact on our learners with minimal time spent on preparation of translation activities.

PETRA BOROvkOVÁ, ROOM 11

LEXIMAPPING - HOW TO TEACH THROUGH MIND MAPS

Modern technology in ELT; all levels; workshop

Workshop introduces principles of a unique technique of vocabulary teaching and learning via mind maps and flashcards (Leximapping). The technique aims at teaching vocabulary in context, focuses on collocations and colligations. It is in opposition to traditional vocabulary lists, which do not teach how to use the word in real life situations. The online version of the technique will be presented to show how to use it with students in the classroom, prepare games, tests and further practice. This technique also helps to develop metacognitive skills of students.

ZDENĚK JANÍK, ROOM 59

TEACHING CULTURE TO EIL LEARNERS

Culture in ELT; tertiary; talk

International students studying at Masaryk University use English as an international language (EIL) when communicating with members of other cultures. A research into intercultural communication of 263 international students studying at Masaryk University in the years 2010-2016 revealed that substantial number of the students experienced cultural misunderstandings. The paper presents the findings of the research and explains how EIL learners can develop their intercultural communicative competence in order to become competent speakers of EIL.

DANKA SEKERKOVÁ, ROOM 63

DON'T FORGET TO STRETCH!

Vocabulary, skill activities and games; primary (6-10); workshop; Pearson

Stretching is a very beneficial and healthy routine not only before and after your physical training but it may be also very beneficial and energy-saving routine for English teachers once you get used to in your classes. But don't worry - you can stay sitting on your chairs as we will be talking about how to „stretch“, in other words extend and modify the exercises in the English course books with primary pupils. I am going to give you ideas how you can use other teaching aids and methods to extend the basic structure of individual course book activities so that you will get extra options for faster and brainier pupils or extra practice for those who need it. And finally you will be able to try these out personally!

11:45-12:45

MARK ANDREWS, ROOM 50

KEEPING UP WITH CHANGES IN THE ENGLISH LANGUAGE

Refreshing our language; all levels; workshop; Sharing One Language

The English language is changing all the time and now we have lots of data from corpus linguistics of how language is used in everyday contexts. This session will look at some of the changes in English and we will discuss what aspects of these changes we might be teaching and how we might teach them. We will focus on both lexis and spoken grammar.

NINA HANÁKOVÁ, ROOM 1

A CONFIDENT SPEAKER OF ENGLISH

How to motivate students; tertiary, adult, language schools; workshop; Nina English

One of the reasons adults come to English lessons is lack of confidence. They think they must know perfect grammar before opening their mouth. I will share my experience of cracking that mindset and I look forward to hearing your ideas and tips. A very interactive workshop/discussion about motivation, confidence and imperfectionism.

DAGMAR ŠKORPÍKOVÁ, ROOM 10

WIRED ON STUDENTS

Modern technology in ELT; upper-secondary (16-19), adult, language schools; workshop

Is there a better feeling for a teacher than to know that students have left the classroom with satisfaction and interest? In this workshop, we will look at how both the teacher and the students can benefit from using social networking sites and what new aspects their use brings in a modern language classroom.

JONATHAN HILL, ROOM 12

USING TECHNOLOGY IN THE ELT CLASSROOM

Modern technology in ELT; tertiary, adult, language schools; talk; BeFluentEnglish / Fachhochschule Burgenland, Austria

Using technology in the ELT classroom at a tertiary or adult level has many advantages to it. Smartphone usage is growing at an explosive rate and our students have ample

access to a wide variety of apps, games and puzzles right in their pockets. In this presentation I will show you how you can utilise technology that is currently out there and use them in your lessons to add interactivity, fun and external learning beyond the classroom by way of 6 pieces of technology that you should be using, and if not now then in the future.

SYLVIE DOLÁKOVÁ, ROOM 57

DYSLEXIC CHILDREN AND TEACHING GRAMMAR

Teaching English in inclusive classrooms; pre-school, primary (6-10), secondary (11-15); workshop

Is dyslexia a problem in lessons of English? It might be if we don't know how to help children with learning difficulties. Can we help dyslexics? Yes, a lot, provided we start long before they are diagnosed with dyslexia! In this special workshop we will try to define some of the problems dyslexic children have to face and participants will be offered a range of activities suitable for the children to master. Pre-reading techniques, some game-like activities, especially those that promote better reading and writing skills, and memory games have been designed for children aged 5-15.

13:30-14:30

GABRIELA LOJOVÁ, ROOM 1

WHY DO LEARNERS FIND ENGLISH GRAMMAR SO DIFFICULT?

Teacher education in EFL; all levels; talk

The empirical evidence shows that learners often find English grammar more difficult than it really is, which creates barriers in communication. Why is it so and what can be done to prevent these phenomena? The presentation tackles some possible causes, analysing their psycholinguistic aspects with pedagogical consequences, such as: the impact of some interlingual differences on learners' metalinguistic awareness; the lack of ambiguity tolerance; the balance between declarative and procedural knowledge; diverse explanations of a set of interpretative procedures; the transfer of learning and teaching strategies; and teachers' set of beliefs about teaching. Some suggestions for pedagogical application are implicitly presented.

DANIELA CLARKE, ROOM 10

REACHING HIGHER

International exams; upper-secondary (16-19), tertiary, adult, language schools, vocational schools; workshop; ILC Czechoslovakia

In this session we will look at how we can help upper-intermediate/advanced learners expand their vocabulary range and reach a higher level of language competence. We will explore how effectively to build up topical lexis, starting from individual words and moving on to collocation, phrasal verbs, lexical chunks and functional language, and examine ways to push learners to use newly learned vocabulary in their productive skills. The session is aimed at teachers on both general English and First/CAE exam courses.

MICHAL URBÁNEK, ROOM 11

TEACHING AND LEARNING IN SCHOOL AND BEYOND

Modern technology in ELT; secondary (11-15), upper-secondary (16-19); workshop; Nakladatelství Fraus

Do not let your classroom end up behind the times. Come and find out more about tools that will boost your lessons and impress your students. Technology can be a powerful teaching tool if used appropriately. You will learn how to work with interactive textbooks, test your students online, prepare attractive presentations, use videos or make pictures talking. Motivate your learners to use their devices in a completely new way. Feel free to bring your own smartphone, tablet and laptop, and try everything on the spot.

ADRIENNE HUTCHINSON, ROOM 57

AUTHENTIC MATERIALS ACROSS THE LEVELS

Modern technology in ELT; secondary (11-15), upper-secondary (16-19), adult, language schools, vocational schools; workshop; TEFL Worldwide Prague

Using authentic materials in the classroom, with a focus on short videos and how they can be used as the basis for lessons across the levels for grammar, lexis, phonology, and speaking lessons. We'll look at a few short videos (an advertisement, a film trailer, and a film clip) and discuss how to adapt these authentic materials and create accompanying tasks for use in a variety of types of lessons. We'll look specifically at ways of creating level-appropriate tasks that still allow for the use of authentic materials at the lower levels as well.

NIKKI FOŘTOVÁ, ROOM 63

THROUGH THE KEYHOLE: TEACHER DEVELOPMENT THROUGH OBSERVATION

Teacher development; all levels; workshop; Oxford University Press

Observation is a powerful tool that can help teachers to develop and grow, but observation does not necessarily always need to depend on others watching us; learning how to self-observe may, in the long term, prove much more beneficial and help teachers

to empower themselves. This practical talk considers different types of observations, how to implement them in our and our colleagues' classrooms, and tools (technology and other instruments) that we can use to look through the keyhole at our own teaching.

13:45-14:45

SARAH JOHNSON, ROOM 50

VIDEO AND VOX POPS FOR SECONDARY LEARNERS OF ENGLISH

Modern technology in ELT; secondary (11-15), upper-secondary (16-19), language schools; workshop; Mary Glasgow, INFOA

In this session, we will explore the issues around using video in the language classroom and provide some practical 'takeaway' ideas for teachers to use in class with students aged 10 to 18.

BRONISLAV SOBOTKA, ROOM 60

EXPERIENTIAL LEARNING IN LANGUAGE TEACHING

ELT for Secondary Schools; secondary (11-15), upper-secondary (16-19), tertiary, adult, language schools, vocational schools; workshop

The main goal of the presentation is to provide the participants with the general theoretical background, easy to follow steps, practical examples and inspiration for those who might be considering to embark with their own students on a demanding but very rewarding journey of using experiential learning for English teaching. We will also try a few activities together and see how (and if) they work :)

JAKUB JAN FIALA, ROOM 64

IMPROVE YOURSELF - A BOOK

Modern technology in ELT, refreshing our language and the Maturita Exam; talk; Improve Yourself - Jakub Jan Fiala & Ondřej Kočan

Two high school students decided to change learning and teaching the English language. Improve Yourself is an ambitious start-up releasing an extraordinary piece of modern English course book along with a teacher's book covering all compulsory and key language issues in order to develop learners' productive and receptive skills. It considerably enhances trainees' likelihood to successfully pass all exams at B1 - B2 level. Improve Yourself aims to excite and motivate by making learning current and reaches its efficiency through the latest hi-tech solutions. The book has been developed by two enthusiastic students Jakub Jan Fiala and Ondřej Kočan.

GINTARĖ KOLESNIKOVA & VAIDA JUCIENĖ, ROOM 12

CREATING A DIGITAL BOOK

Modern technology in ELT; all levels; workshop

Reading is a thing of the past. Teachers must come up with new ideas to stimulate students' creativity and desire for reading. How can teachers shake up the way their students read? A national online project "One country - many stories" has provided a solution to the problem and joined many teams from various schools of Lithuania. The project has changed the students' attitude towards reading, developed their IT skills and gave an opportunity to enhance their creativity and writing skills. The workshop is aimed at sharing the experience of working on the project, which involved school teams designing e-books consisting of illustrated stories. Participants will be able to try out the tools of Joomag programme and create their own e-book.

JAKUB HANKIEWICZ, ROOM 59

METHODOLOGIST

Culture in ELT; adult, language schools; talk; James Cook Languages

The first thing that we want to teach our students is obviously the language. Yet we inevitably also communicate other things: our attitude and the activities and topics we choose are messages our students receive from us. This session will discuss these as potential dangers, as well as potential opportunities.

15:00-16:00

PAUL BRADDOCK, ROOM 50, PLENARY SESSION

BRITISH COUNCIL

TEACHING FOR SUCCESS - FINDING YOUR WAY THROUGH CONTINUING PROFESSIONAL DEVELOPMENT

How much time do you spend on your professional development? As busy teachers, it can sometimes be difficult to find the time and motivation to focus on our own teaching. In this talk we will look at why this should be an essential part of our work, as well as what effective development looks like. I will also talk about the British Council's Teaching for Success approach to CPD and suggest strategies and activities that you can use without having to spend hours outside the classroom.

16:15 CONFERENCE CLOSING AND RAFFLE

Great prizes in the Raffle e.g. two courses in the UK donated by Pilgrims and SOL

POSTER PRESENTATIONS

The posters will be displayed in room 58 on both conference days.

The authors will present their posters and answer questions twice: between 5:15 and 6pm on Friday and between 11:45 and 12:30 on Saturday.

CRAIG GAMBLE

INCORPORATING COMMUNICATION STRATEGIES TO BUILDING STUDENTS' COMMUNICATIVE SELF-CONFIDENCE

Teaching English in inclusive classrooms; upper-secondary (16-19), tertiary

Highlighting previous experiences with teacher-centered pedagogy in Asian countries, which hinder students' self-confidence in engaging in communicative tasks, this poster presents a course module on communicative strategies that build oral competence and student confidence. Ways teachers may adapt and utilize these strategies in similar EFL learning contexts will be discussed.

KAORI TAKEUCHI

SELF-REGULATED LEARNING THROUGH COGNITIVE COUNSELING

Teaching English in inclusive classrooms; upper-secondary (16-19), tertiary, adult, language schools, vocational schools

The importance of self-regulation has been emphasized and the self-regulated learning is one of the ways to support learners to be independent learners. This study explored how learners go through the process of self-regulated learning from different perspectives such as learner motivation, self-regulation and the test scores as a measure of achievement with reference to second language acquisition. In this study, Zimmerman and Moylan's framework of self-regulated learning is used. Data collection based on questionnaires and counseling sessions was conducted and the data was analyzed qualitatively.

JULVINA GJERMENI

MOTIVATING SPEECH IMPAIRED STUDENTS

Teaching English in inclusive classrooms; secondary (11-15), upper-secondary (16-19), language schools

This presentation aims to explore and analyse impaired speech students' motivation and their challenges in modern society. The study relies on specific objectives. The methodology of research in action is used for this study.

VASILIKI MANDALOU

PERIPATETIC PHILOSOPHY: A KEY TO LEARNING SUCCESS

Teaching English out of school; all levels, vocational schools

Are we teachers philosophers too? Do we teach our subjects through the spectrum of Philosophy without realizing it? How and Why philosophy is a pillar to modern education? How can Peripatetic Philosophy help a SOLE class? Learning communicates ideas and peripatetic philosophy contributes radically. This poster aims at engaging participants to explore creative learning styles and prove that philosophy is modern and can be a key in the learning success. The goal is to convey suggestions on how educators could use philosophical methods for the benefit of the learners and of knowledge and how a language can be taught out of school.

MICHAEL WILKINS

USING CEFR TO TEACH SPEAKING

CEFR; upper-secondary (16-19), tertiary, adult, language schools

The CEFR Guidelines have become a popular underpinning of many language programs and materials. However much of the wording of the guidelines is vague and ambiguous. Teachers need to create concrete curriculums, lesson plans, and materials to do their job well. This presentation attempts to take the CEFR speaking guidelines for A1, A2 and B1 and make them into clearly defined topics and tasks. Attendees will be able to see what materials one teacher created using the CEFR guidelines and ideas on how to create new and better materials for teaching speaking will be shared.

JANA ZERZOVÁ

INTERCULTURAL COMPETENCE OF STUDENTS OF ELT: A REPORT OF RESEARCH

Culture in ELT; tertiary, adult, language schools

The poster presents research conducted at the Department of English Language and Literature at the Faculty of Education, Masaryk University in Brno. The aim of the research is to examine the departmental students' intercultural competence (IC) at the beginning of their studies (autumn 2011), and at the end of their studies (autumn 2016), and

investigate the influences that played a role in their IC development. The Intercultural Development Inventory®, version 3, was used for the purposes of the research. The results indicate that students tend to overestimate their level of IC, and find themselves in ethnocentric stages of intercultural development.