

INTERNATIONAL HOUSE BRATISLAVA

12th ELT CONFERENCE

When?

- Saturday 11th February 2017
- 9.00–17.00

Where?

Oxico
Panónska cesta 6
Bratislava

How much?

10€ to be paid at the door



MAIN SPEAKER: **Olha Madylus**

Olha Madylus has taught in the UK, Greece, Hong Kong and Venezuela. For the past fifteen years she has been a freelance YL consultant and teacher trainer and trains state and private language school teachers (and trainers) worldwide.

She is based in London and does consultation, teacher training and teacher trainer training for organisations such as the British Council, Ministries of Education in Taiwan, Cyprus, South Africa, Namibia and Tunisia, as well as being a Cambridge CELTA and CELTYL trainer.

Also on the day

- a variety of practical seminars on current methodology of language teaching presented by experienced teacher trainers and teachers of English and German
- ideas and activities for both Young Learners and Adults which can be put into use immediately
- book displays by a number of renowned publishers

Directions to the venue

From the main TRAIN station:

You can take bus No. 93 from Hlavná stanica and get off at **ŽST Petržalka**. The bus drives past the Oxico building so when you get off, you have to walk back a little. You will need a 0.70€ ticket, which you need to buy beforehand and stamp as soon as you get on.

I travel from

I travel to

I depart
 I arrive

at

[MORE OPTIONS](#)

Departure	Arrival	Duration*	Connection	Price*
11th Feb 2017 08:00	11th Feb 2017 08:10	10 min	93	0.70 €
11th Feb 2017 08:07	11th Feb 2017 08:17	10 min	93	0.70 €
11th Feb 2017 08:15	11th Feb 2017 08:25	10 min	93	0.70 €
11th Feb 2017 08:22	11th Feb 2017 08:32	10 min	93	0.70 €
11th Feb 2017 08:30	11th Feb 2017 08:40	10 min	93	0.70 €

From the main BUS station:

Get on at Autobusová stanica and get off at **ŽST Petržalka**.

You will need to buy a 0.90€ ticket, which you have to stamp as soon as you get on the bus.





I travel from

I travel to

I depart
 I arrive

at

[MORE OPTIONS](#)

Departure	Arrival	Duration*	Connection	Price*
11th Feb 2017 08:00	11th Feb 2017 08:21	21 min	88 99	0.90 €
11th Feb 2017 08:06	11th Feb 2017 08:25	19 min	50  93	0.90 €
11th Feb 2017 08:12	11th Feb 2017 08:32	20 min	212  93	0.90 €
11th Feb 2017 08:13	11th Feb 2017 08:36	23 min	88 	0.90 €
11th Feb 2017 08:21	11th Feb 2017 08:40	19 min	50  93	0.90 €

For more detailed information check this website:

<http://imhd.zoznam.sk/ba/journey-planner.html>

By car:

<https://maps.google.sk/maps?q=48.122101,17.101355&hl=sk&num=1&t=h&z=17>

Hot and cold refreshments are provided (with small snacks).

LUNCH IS NOT PROVIDED – packed lunches are welcome or you can try one of the places nearby:

Pizza Pazza - Vienna Gate

Restaurant Daňovák - next to Panónska street

Asia Bistro - Zápороžská street

Programme

8:30- 9:15 Registration

9:15-9:30 Opening, **Katarína Lovíšková**, Managing Director, International House Bratislava

9:30-10:45 **Olha Madylus**

Opening Plenary *Is Homework a Waste of Time?*

While many teachers plan their lessons, how many of us actually plan what we set for homework as thoughtfully? Is it really surprising that so many students homework is 'eaten by the dog'?

This session explores the pros and cons of a somewhat ignored, yet potentially fruitful aspect of our students' learning. An approach to ensuring that homework is linked to class work, encourages autonomy and life-long learning and is also motivating and challenging enough for students to want to do it is explored using examples from a variety of course books.

	11:00 – 12:00	12:15 – 13:15	14:00 – 15:00	15:15 – 16:15
Plenary Room	Sandra Ravi How Reading becomes Playdough	Olha Madylus Face to face with the five language skills	Olha Madylus Effective Exam Preparation	Šárka Cox Passionate about Projects?
Room 1	Mark Alexander Vocabulary Myths and Heresies	Natalia Ladygina Don't kill the book!	L U N C H	Michelle Duruttya The Advantages of Using Corpora in Teaching English as a Foreign Language
Room 2	Alexandros Vagenas Assisting YLs with difficulties in learning English as a Foreign Language	Lydia Melnová Videos for YLs and teens, what to watch and how to watch it		Kristina Klug Wortschatzarbeit mit Wortschatzkarten
Room 3		Zuzana Marková Sprache und Bewegung – Dramapädagogik im Deutschunterricht		Veronika Gibson Phonetik im Unterricht Deutsch als Fremdsprache
16:30 - Tombola (A completed feedback form is your raffle ticket)				

(YL= Young Learners, A= Adults)

Abstracts 11:00 – 12:00

How Reading becomes Playdough

(YL,A)

Reading texts in coursebooks is more than just looking at a page number. They can become malleable if we want to. Reading in class can become more kinaesthetic if we *play* with the text.

We'll look at different activities and easy ways to adapt reading tasks to make them become more enjoyable and less static. Teachers will get to try out simple adaptations and techniques that will engage students more when reading in class.

Vocabulary Myths and Heresies

(A)

We'll take a look at some common beliefs about teaching vocabulary, which I suggest are mistaken. The focus will be on what we can do in practice to improve our teaching and learning of vocabulary.

Assisting YLs with difficulties in learning English as a Foreign Language

(YL)

Learning a foreign language is one of the most worthwhile experiences in life. However, for those students who face language learning difficulties or differences it could be challenging both for themselves and their teachers.

According to the old saying: "An ounce of prevention is worth a pound of cure". Hence, this presentation will raise teachers' awareness, by examining the basic characteristics of language learning difficulties in the field of teaching English as a foreign language to young learners, highlighting their correlations and by suggesting some fundamental counter-measures.

Abstracts 12:15 – 13:15

Face to face with the five language skills

(A)

There are five skills which need to be developed in any language classroom – reading, writing, listening, speaking and thinking, for without thinking none of the others will ever truly be developed.

With particular focus on the Face2Face series of course books, in this workshop teachers will explore why and how to effectively integrate all the skills to ensure effective, memorable learning through engagement with tasks and topics. The workshop also addresses the importance of incorporating critical thinking within language learning.

Don't kill the book!

(YL,A)

Why do you read books? I'm sure each of you has a list of very personal reasons to do so. I'm equally sure none of us does it just to take spelling or multiple choice vocabulary tests or write essays based on the plot of the story. Instead, we perceive reading as a meaningful personal experience. Why don't we encourage our students to do the same?

In my talk I'm going to show you a number of ways how to expand extensive reading into a meaningful real-life experience, where participants of any age will to share their ideas and reveal truly unique personalities. Want to know more? Join me!

Videos for YLs and teens, what to watch and how to watch it

(YL)

Ever wanted to watch something in your YL lesson but were not quite sure what to watch? Do you think it takes too much effort to prepare a video based lesson?

In this presentation we will talk about specific videos (suitable for students aged 6 -17) you can use in your classes. We will also discuss tips, rules and resources that will help you make a good video based lesson for young learners or teenagers.

Sprache und Bewegung – Dramapädagogik im Deutschunterricht

(A)

Dramapädagogik ist ein ganzheitlich ausgerichtetes Unterrichtskonzept, das sich spezieller theatertechnischer Methoden bedient und darauf abzielt, individuelle Lernmöglichkeiten zu eröffnen. Ganzheitliches Lernen wird durch Einsatz von unterschiedlichen Sinnen ermöglicht. Im Lernprozess wird Kopf zusammen mit Körper, Geist und Seele als das Ganze berücksichtigt. Unter speziellen theatertechnischen Methoden versteht man vor allem Arbeit mit unterschiedlichen Rollen, die die Lernenden in die fiktive Welt einführen. Die Lernenden werden im Unterricht mit Themen, Inhalten und Arbeitsformen bekannt gemacht, die an ihre Lebens- und Erfahrungswelt anzuknüpfen sind und dadurch können sie die Sprache als Kommunikationsmittel erleben und verwenden und ihre Individualität darstellen. Dies schafft die angstfreie, entspannte und vertrauensvolle Atmosphäre im Unterricht. In diesem Workshop wird an konkreten Unterrichtsbeispielen gezeigt, wie dramapädagogische Spiele im Deutschunterricht anzuwenden sind.

Abstracts 14:00 – 15:00

Effective Exam Preparation

(A)

This workshop gives teachers the opportunity to examine the skills, knowledge and techniques which students need to develop to succeed at FCE level. While the exam tests students' knowledge of the communicative value of English, students and even teachers do not always see how this connects with the question types in the exam.

Exam classes should support the continuing developing of language skills as well as promoting specific examination skills without which sitting exams will be unnecessarily difficult and confusing.

The workshop will also be a focus on how to maintain motivation, communication and dynamics in exam classes.

Examples from the course books Complete, Compact and Objective will be used to exemplify these approaches.

The Advantages of Using Corpora in Teaching English as a Foreign Language

(A)

The presentation considers the advantages of using corpora, carefully designed collections of written texts stored on computers, in teaching of English as a foreign language. With internet and computers widely accessible in classrooms, using corpora in language methodology is a functional and useful means to improve and enhance the interpretative and productive skills of learners as well as their ability to learn. The presented session focuses on some aspects of using a monolingual corpus, namely the British National Corpus, to provide a communicative context in English language learning.

Wortschatzarbeit mit Wortschatzkarten

(A)

Wortschatz zu wiederholen und zu trainieren, nimmt beim Sprache lernen einen wichtigen, wenn nicht den wichtigsten Platz ein.

Wir werden anhand verschiedener Aktivitäten betrachten, wie man Wortschatz effektiv und mit Vergnügen wiederholen und festigen kann: mit Wortschatzkarten. Diese sind unkompliziert in ihrer Erstellung und ermöglichen es, Vokabular auf Wort-, Satz- und Textebene zu üben.

Abstracts 15:15 – 16:15

Passionate about Projects?

(YL,A)

You have probably tried out project work in one English class or another and realized how much is involved: staging the work logically including focus on target language; keeping all learners involved; not to mention saving enough time for the rehearsal and presentation of the final product. This session aims at providing you with the right tools to cope with all the challenges of project work, and not only in classes of teenagers. The proper project know-how is adaptable to a wide range of ages and language levels.

Doing less with more: The business English coursebook is all you need

(A)

Do you like your business English coursebook? Many in-company students find their book contains a lot of irrelevant and boring material. Many teachers spend hours preparing supplementary materials to replace the parts of the book not done. I will look at how, by doing more with less, we can develop and adapt what we already have in the book so it becomes a valued resource for the students.

Phonetik im Unterricht Deutsch als Fremdsprache

(A)

Wer kennt sie nicht, die Geschichte von Eliza Doolittle, dem Blumenmädchen aus Shaws „Pygmalion“. Eliza sprach den Dialekt der armen, ungebildeten Leuten einer Londoner Vorstadt.

Ich glaube fast jeder Lehrer kennt die Probleme der Studenten mit der Aussprache im Unterricht. Die verschiedenen Akzente der Studenten können jedoch beim Phonetiktraining helfen und man kann ihnen spielerisch verschiedene Arten der Aneignung der Sprache ermöglichen.

Ich würde gerne die Theorie und Lernweise der Phonetik im Unterricht veranschaulichen.

Speakers' Biographies



Mark Alexander

Mark has been an economic migrant for the last fifteen years, working in language schools and universities mainly in Europe and Asia. Now in his second stint at IH Bratislava, he is ADOS with responsibility for teacher development.



Šárka Cox

Free-lance teacher and teacher trainer with 20 years of experience in ELT, working for IH Brno since 2006.

Teaching degree of Master from Masaryk University in Brno, CELTA (2003) and Oxford TELF Trinity DIPLOMA in TESOL (2015).

Enjoy training YL teachers (IHCYLT teacher trainer since 2008); examining Cambridge ESOL exams (YLE, PET and FCE) and working as DoS for Kaplan Junior Summer Centers.



Michelle Duruttya

Michelle Duruttya is an English language teacher, translator and linguist based in Prague, Czech Republic and cooperates with a number of educational institutions as teacher trainer and teacher of English language. She has taught English language in Hungary, Slovakia, UK and China for more than 15 years, while also being an Oral Examiner of all the main suite Cambridge Examination for the British Council.



Veronika Gibson

Als Lehrerin liegt mein Hauptinteresse an der Erwachsenenbildung. Ich bin auch Übersetzerin und Dolmetscherin für die Deutsche Sprache. Ich habe viele Jahre für internationale Firmen übersetzt und gedolmetscht. Ich arbeite hauptsächlich für Bauunternehmer, Versicherungsgesellschaften und Kanzleien. Mein Beruf sollte nicht als nur ein Job betrachtet werden. Unterrichten ist meine Berufung und meine eigene Entwicklung als Mensch.



Kristina Klug

Kristina (M.Ed / Angewandte Linguistik) ist seit 2001 ökonomische Migrantin und seit 2003 Sprachlehrerin für Deutsch und Englisch. Sie hat an Universitäten in China, Mosambik und Vietnam unterrichtet und arbeitet jetzt in ihrem 5. Jahr bei IH Bratislava. Sie ist Cambridge Prüferin und Mitglied bei Cambridge English Teacher.



Natalia Ladygina

Natalia is an English teacher with 12 years of experience, a teacher trainer, a CELTA tutor and a Cambridge speaking examiner based in Austria. She is currently researching into how to make classroom practices more meaningful and true-to-life for our students and will willingly share her ideas with anyone not indifferent to their learners' agenda.



Zuzana Marková

Zuzana arbeitet seit zehn Jahren als Deutschlehrerin für International House und für das Goethe Institut in Bratislava. Sie hat ihr Studium im Jahr 2004 abgeschlossen und seitdem an zahlreichen Fortbildungen in der Slowakei und in Deutschland teilgenommen. Ihr Interesse liegt besonders am Frühen Fremdsprachenlernen und in diesem Bereich macht sie auch Workshops und entwickelt didaktische Materialien. Zuzana hat im Jahr 2016 mit ihrem Unterrichtsentwurf den vom Goethe Institut München ausgeschriebenen Wettbewerb zum Einsatz der Community „Deutsch für dich“ im Unterricht gewonnen.



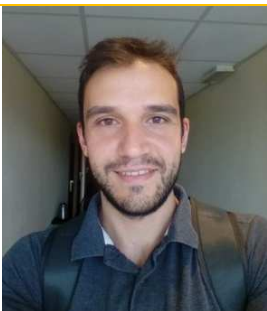
Lydia Melnová

Mgr. Lydia Melnová currently a YL and general English teacher at IH Bratislava. Previously worked as an ELF teacher and a head of department of languages at a state school in Bratislava. As a CELTA and IHYLCT qualified teacher she has worked with children in both state schools and language schools and her experience in both these sectors has helped her to gain knowledge in the needs and requirements of students from age 6 to 16.



Sandra Ravi

Sandra is the current Director of Studies at ih Bratislava. She started teaching in Prague in 2008. She completed her DELTA at ih Seville in 2014. She is a teacher of English, German and Italian. She has taught a wide range of levels and age groups. Her home in summer is the UK where she has been working and teaching in summer schools in some of the most prestigious English boarding schools since 2010.



Alexandros Vagenas

Alexandros has been teaching English as a foreign language since 2009. He has been teaching General and Business English in Greece and he is currently working at International House Bratislava. He is now a PhD candidate in the field of teaching English as a foreign language to very young learners. His main research interests focus mainly on young learners and language acquisition, interdisciplinarity, cognitive and psycholinguistics.



Brian Webber

I have been teaching English for 13 years, most of those in Bratislava in various companies. I have also worked in the UK on pre-sessional courses and recently in the Middle East for a multinational company. I am particularly interested in ways of personalising the learning experience and making English language courses specific to the learners' workplace context.