ONLINE POST-CONFERENCE
Journal
No. 39 • DECEMBER 2016

CONFERENCE SELECTIONS

REPORTS

'TESTING TIMES' (BREXIT EDITION)

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The Kielce Agreement

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IATEFL PL WHO ARE WE?

The full name of our organisation is **Stowarzyszenie Nauczycieli Języka Angielskiego w Polsce IATEFL Poland**.

We are an Associate Member of IATEFL – **International Association of Teachers of English as a Foreign Language** – a teachers' organisation with its headquarters in the United Kingdom. Membership of our organisation is open to all teachers of English in Poland, both active and retired, and to students of Teacher-Training Colleges and English Language Facilities.

Our activities comprise of:
1. Regular workshop meetings in regional centres run by members and/or invited guests, covering matters of professional interest to the members.
2. An annual three-day conference, with papers, workshops, and presentations, as well as exhibitions of books and other published teaching materials.
3. The publication of two Journals and five E-bulletins per year, including articles and contributions from IATEFL members all over the world, and the administration of the IATEFL Poland website.
4. The activities of SIGs – Special Interest Groups – sub-units within the Association, with their own membership, meetings, newsletters, etc. We have eight SIGs at present.

Our Annual Conferences:
Our first annual conference was held in Karniowice, in April 1992, with approximately 400 participants. IATEFL Poland has hosted 4 conferences each in Łódź and Poznań; three in Kraków and Wrocław; and two in Warszawa. However, we do go to lower profile places, and 2017 will be 'no exception to that rule', as we will be visiting Bielsko Biała.

Here is a summary of our more recent conferences:

• 20th Anniversary IATEFL Conference – Warszawa – September, 2011, with ca 900 participants.
• 21st IATEFL Conference – Wrocław – September, 2012, with ca 800 participants.
• 22nd IATEFL Conference – Łódź – September, 2013, with ca 800 participants.
• 23rd IATEFL Conference – Lublin – September, 2014, with ca 800 participants.
• 24th IATEFL Conference – Kraków – September, 2015, with ca 1,000 participants.
• 25th Anniversary IATEFL Conference – Szczecin – September, 2016, with ca 800 participants.

IATEFL Poland maintains contacts with teachers' organisations in Poland and other countries. It is a member of NELLE: Network English Language Learning in Europe, and IC/NCTE: International Consortium of the National Council of Teachers of English (an American organisation).

IATEFL Poland invites teachers from parallel organisations to its conferences, and sponsors attendance of its members at events in Poland and abroad.

HOW TO JOIN

All teachers wishing to join IATEFL Poland in 2017 are required to pay the annual membership fee of 80.00 PLN. This membership includes free membership of one IATEFL Poland SIG; your preference should be reported to the Co-ordinator of the SIG of your choice.
The membership fee should be paid to:

Bank Zachodni WBK, o/Warszawa
Account no. 16 1090 1883 0000 0001 0194 5244

Stowarzyszenie Nauczycieli Języka Angielskiego w Polsce – IATEFL Poland
ul. Michałowskiego 4
31–126 Kraków

IMPORTANT!

Please remember to inform us about any changes in your mailing address. This is the only way to guarantee that you receive all IATEFL information and/or publications, hence fully benefitting from your IATEFL PL membership.
In the above matter, please contact us at: **office@iatefl.org.pl**.

HOW TO WRITE FOR IATEFL POLAND'S JOURNALS

Please bear in mind that our publications are aimed primarily at practising classroom teachers. They are not normally an appropriate vehicle for highly theoretical papers.

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All contributions, if they are to be published, must be accompanied by a bio-data with photo (max. 70 words), and a small passport-size photograph. They should be sent as an e-mail attachment, (using 'Word for Windows' format), to: **newsletter@iatefl.org.pl** or to the P.O. Box address on page 2.

The Editor reserves the right to make editorial changes in any manuscript. The author will be consulted if substantial changes are envisaged. Contributors should, therefore, ensure that their full details (name, address, place of work, and other contact details, such as e-mail address, telephone/fax number) are attached to their contributions. Materials submitted without these details will not be considered for publication. For details about advertising, please send your queries to: **newsletter@iatefl.org.pl**.

Editorial

PETER WHILEY

Welcome to IATEFL Poland's first online edition of the Post-Conference Journal! A hard decision had to be made, and it was with some sadness that the IATEFL Executive Committee decided that the print version of the Post-Conference Journal, which you had all grown fond of, was no longer a viable proposition. However, times move on, and we are up-dating the Journal, following on from our success with the new-look E-bulletin. The online version gives us more scope to include a lot more visual material, for instance, and in the reports sent by Marta Bujakowska, our International Liaison Officer, there are numerous photographs included, which we could not have enclosed in a print version. So, we hope you will all embrace our new-look publication. Please feel free to send us your feedback re: our changed publications….. write to: editor@newsletter.org.pl

As we enter a cold and snowy February, IATEFL Poland is busy preparing for the **next Conference**, which, as you probably know by now, will be held in **Bielsko-Biała (15th-17th September, 2017)**.

This Journal, though, focuses largely on the past, and, in particular, the Szczecin 2016 Conference, including contributions from some of the best presentations, reports from **Marta Bujakowska's** travels on behalf of IATEFL Poland, and a brilliant offering from **Geoff** 'Mr. Humour' **Tranter**, and his publication, 'Testing Times'. He attempts to make the prospect of Brexit a little more palatable, by cheering us all up.

In terms of the conference selections, we begin with **Lucyna Wilinkiewicz-Górniak's** article on 'How to teach multi-cultural students'. I teach such students from a range of countries, mainly east of Poland, in an establishment which must be one of the most multi-cultural in the country. It is a fascinating experience, so my interest in Lucyna's article goes without saying. Will it be a rising phenomenon in the future? Probably. So, your chances of teaching these students will increase, as their numbers do.

Next comes a short article by **Alenka Tratnik**, who takes us through the virtues of using cuisenaire rods in ELT. How many of us have been tempted to use them, but not actually done so? Maybe Alenka can persuade us!

JK Rowling is a popular and talented author, and her works are treated as case studies by **Nataliya Dyachuk**, in what you will surely find a riveting read, packed with ideas, titled: 'Celebrity Intrigue'. Use her excellent source material to build a package of lessons - even a whole course! ;-)) There are three pages of references, mainly about the popular Harry Potter creator!

Alina Doroch exhorts us to teach languages through culture, an approach with large appeal, as well as logic, whilst **Wioletta Szostak** is more functional with her analysis of motivational techniques for everyday lessons, underlining one of the conference's main themes in the process.

Anna Rattenbury, whose school is based in Bielsko Biała, venue for the 2017 conference, presented a delightful workshop – 'YL – Musical Babies', which was not only attended by my 4-year old daughter, Emmy, but also greatly enjoyed by others. Anna outlines her effective formula for teaching Young Learners in her article. It works – as I witnessed!

Variety is the abiding force behind our selection of articles, and **Urszula Majdańska-Wachowicz** is no exception to this rule, raising the issue of speaking Ponglish. To see what she really means by Ponglish, and how it may affect you, read her impressive article.

Irmina Kotlarska goes much further in her journey to the beginnings of ELT in Poland, looking at some of the oldest Polish handbooks of English, dating back to the 18th and 19th centuries. Can we derive inspiration from them? You will have to read her thought-provoking article to find out.

Katarzyna Łaziuk and **Katarzyna Wiącek** are regular contributors to our journals, and in their latest, well-structured, sincere offering, they ask the pertinent question: should our teaching be concerned with more than just English? Closely involved with the Global Issues SIG, they certainly think so, and boldly suggest what could be covered by us in our lessons, with useful activities and resource materials.

Finally, **Beata Bury** promotes the idea of engaging Primary learners through CLIL lessons, to round off a worthy collection of valuable and useful articles. Enjoy reading all of them – significantly, all written by female teachers!

Lucyna Wilinkiewicz-Górniak is a Senior Lecturer in the Foreign Languages Department at Cracow University of Economics, and a lecturer of Business Communication at the same institute. She is not only a graduate of the English Philology Department of the Jagiellonian University in Kraków, but also a graduate of Kraków University of Economics (International Relations, Foreign trade specialisation). She has also studied in the USA (Alliance College) and the Netherlands (European Studies, Tilburg University). She is a TELC and LCCI examiner. Her method of teaching both Business English and Business Communication is based on the project approach, where students are expected to implement theoretical knowledge in projects they prepare.

How to teach multicultural groups of students – a teacher's reflections on an intercultural project with students from 13 countries

LUCYNA WILINKIEWICZ-GÓRNIAK

"An increasingly international, interdependent, and diverse world rewards people with global competencies and understanding, such as the ability to make local–to-global connections, recognize divergent perspectives, think critically and creatively about global challenges, and collaborate respectfully in heterogeneous forums.[…] "Global citizenship is an element of citizenship readiness that requires a global skill set, including social and cross-cultural skills, proficiency in languages other than English, and an understanding of economic and political forces that affect society."

[Framework for State Action on Global Education, Partnership for 21st Century Learning, 2014, p. 4, http://www.p21.org/storage/documents/Global_Education/P21_State_Framework_on_Global_Education_New_Logo.pdf]

Introductory remarks:

Educating multicultural groups of students is not easy. A teacher has to deal with people from different cultural backgrounds, whilst limited by both space and time. Still, it is feasible for such education to be fruitful, provided that we are able to create a positive and trusting classroom environment, in which all students are made to feel valued, respected, and welcome, one that combats stereotypes and prejudices, allows multiple perspectives and ways of thinking, and helps students to develop positive self-images. In such a classroom, both students and the teacher can raise multicultural awareness, knowledge, and skills, if only the participants of the course are willing to learn from each other.

In my interactive lecture, which includes elements of a workshop, I share my positive teaching-learning experience with my colleague teachers, hopefully making it easier for them to deal with culturally diversified groups of students in their own classrooms.

Description of the project:

The intercultural project described below was an elective course, and it covered one semester of "Effective organisational communication" consisting of 60 hours of: lectures (30 hours) and classes (30 hours) in English, divided between 15 weeks, which meant 4 hours each week; in effect, 2 hours of lectures and 2 hours of classes. The project method was used during both, facilitating the active participation of the students, and, on the teacher's part, constant planning and re-planning – in order to obtain the final goal: successful knowledge implementation into two projects – signature and exam project. The required level of English: C1 (CEFR).

The following areas were included in the content of the course:

1. Lectures:
   • Theoretical issues related to effective organisational communication
   • The recruitment and selection process of an organisation
   • Introduction to project management
2. Classes:
   • Professional portfolio

Based on the background information presented by the teacher, the students were expected to prepare an individual project during the classes, considered to be the "signature project", entitled "Career portfolio" and an "exam project" – team or individual (if there was only one person from a given country) - "My country and Poland, cultural similarities and differences" (as shown below).

Both of these tasks assessed students' ability to implement knowledge acquired during the course – about effective organisational communication and recruitment – as well as their capability of managing individual and team projects.

The participants were 63 students from 13 countries (for the exact number of students from each country see the table below), with Polish students making up the biggest group: 28. All 63 students participated in the lectures together, and for the classes, they were divided into two groups of approximately 30 students each.

Our intercultural project
13 countries [number of students]

Great Britain [2]	USA [2]	South Korea [3]	Japan [1]
Germany [4]	France [9]	Spain [3]	Mexico [1]
Uzbekistan [1]	Ukraine [6]	Croatia [2]	Egipt [1]

Poland - [28] - Hosting country ☺
TOTAL: 63 students

Since all the Polish students had already completed three out of four semesters of "Business Communication – basic course", they were considered to be "experts" in the area of effective organisational communication, and therefore, it was their responsibility, rather than the teacher's, to present during the "lectures", various areas of organisational communication to their colleagues from other countries (as shown below)

The teacher, in turn, presented the recruitment and selection process of an organisation to the whole group (during the lectures), together with the basic elements and ways of drawing up a professional portfolio (during the classes), and the necessary information concerning project management (also shared in the lectures), providing them with a set of templates for their two projects.

Team project's presentation templates – "The four slides"

Above, I present the first four slide templates in the set of all templates for the final presentation of the team projects, which are provided by the teacher. The students were expected to prepare and present "Four slides" at least two weeks in advance of the final project's presentation. During these brief "Four slide presentations, course participants were able to clarify any problems related to their project work, see what their slides look like, whilst projected on the wall (colours, spacing, contrast, imagery, etc.) and, possibly, still improve their "final product" before the end of the project.

As there were more than sixty participants of the course, and each of them had to present two projects, introductory lectures and classes covered approximately half of the time, i.e. 30 hours out of 60. In the remaining 30 hours students were expected to present their two "products", and then, each of them received detailed feedback from the teacher, concerning their skills and abilities worth developing, and areas of improvement. If the final grades were not satisfactory for any of the students, they were given a "second chance" to improve these grades during office hours, and some students were really happy to use this opportunity. We called it the policy of "leaving the door ajar".

Final products:

The first final product, the so-called "Signature project" – professional portfolio, was composed of nine elements, which were to be prepared and presented by each student, individually. These were:

- Task 1: My personal profile
- Task 2: My present job
- Task 3: The job of my dreams
- Task 4: Job advert for me – the ideal one that I have managed to find / description of such an advert if I have not managed to find an appropriate one
- Task 5: Un/solicited letter of application
- Task 6: CV
- Task 7: Portfolio – list of certificates, etc.
- Task 8: Job interview
- Task 9: My USPs (skills, abilities)

The time limit for each of these tasks was: 3-5 minutes per person.

The second final product, the so-called "Exam project" – team or individual – was a presentation of the culture of the country each participant represented, and its comparison/contrast to Polish culture. Altogether, students prepared 18 projects. However, because the "Polish team" consisted of 28 students, only one small group presented Polish culture (6 students), while others chose

to present some useful topics related to intercultural communication.

Below, you can see the title slides for the first two final projects and the list of the remaining ones:

- Final project 3 – "Mexican project"- individual presentation
- Final project 4 – "Ukrainian Project" – team presentation
- Final project 5 – "Polish Project" – team presentation
- Final project 6 – "South Korean Project" – team presentation
- Final project 7: „Egyptian Project" – „Egypt as a unique Middle-Eastern country" – individual presentation
- Final project 8: "Japanese Project" – individual presentation
- Final project 9: "French Project" – team presentation – the biggest team, composed of 9 members
- Final project 10:"American Project" – "USA" – team presentation
- Final project 11: "Uzbek Project" – individual presentation
- Final project 12: "Stereotypes" – team presentation
- Final project 13: "The most famous people from Poland" – individual presentation
- Final project 14: "British Project" – United Kingdom" – team presentation
- Final project 15: "Saleswomen" – team presentation
- Final project 16: "German Project" – team presentation
- Final project 17: "Spanish Project" – team presentation
- Final project 18: "Silesian Project" – "Silesian autonomy and uniqueness" – individual presentation

As can be seen from the list, apart from the presentations of 13 different countries, students also concentrated on cultural differences in business (project 2), the role of stereotypes in intercultural communication (project 12), the most famous people in Poland, and their role in intercultural communication (project 13). They also presented an example of regional culture in the project

concerning Silesian autonomy and uniqueness, and their own students' group culture – in a mysteriously-sounding project entitled "Saleswomen", as they pretended to sell their own group, whilst presenting its characteristics.

The teacher's observations and reflections concerning the characteristics and methods of work in a multicultural classroom:

1. Initial challenge

A multicultural classroom is a big challenge, and it means extra work for a teacher, but it may also turn out to be really rewarding, giving both students and the teacher a unique feeling of success. In such a classroom, differences existing between students coming from various cultures, should be used by the teacher as „building blocks" in course construction. In order to discover students' human potential, a teacher can use an introductory brainstorming session, titled: "What are you good at?" Such a session will not only make it possible for the students and the teacher to get to know each other, but, more importantly, it will create a positive atmosphere in the classroom, by showing each student their intellectual potential. Such an atmosphere is of key importance, especially in a multicultural classroom.

2. Participatory approach

A participatory approach towards the teaching-learning process is especially welcome in this type of classroom. Students should be encouraged to ask questions, and thus, make it possible for a teacher to adapt the syllabus to their needs, and clarify all misunderstandings without delay.

3. Role-reversal

In this context, a teacher is also a learner, and, as such, is allowed to ask questions concerning situations which are new or unexpected to them.

4. Problem (?) = challenge (!)

Problems should be treated by a teacher as challenges, and solved promptly. A teacher should never let them "grow", as this would definitely increase the distance between the teacher and the students, and thus, it might spoil the positive atmosphere inadvertently, making students unwilling to co-operate with the teacher and with each other.

5. Teacher's availability

In the case of multicultural groups, it is especially important to be available to our students – during regularly conducted office hours, through e-mail correspondence, by sparing 5-10 minutes at the end of each lesson/lecture for students, if problems appear.

6. Positive community creation, inclusion and tolerance, networking to share

Bearing in mind that students may not know each other, a teacher should encourage them to network and co-operate with each other, e.g. by giving them tasks which require collaboration and guidelines concerning their completion, as well as expressing a willingness to help if problems appear.

7. Dignity and respect

Differences between students should be taken for granted, and each student should be treated as a UNIQUE human being.

8. Uniqueness rather than oddity

It is the teacher's task to help students discover their unique features, and offer them opportunities (tasks, activities) to work on reinforcing and developing these.

9. Honesty and diplomacy

Being honest with the students is the best strategy to solve problems with difficult names, different attitudes to punctuality, absences, deadlines, etc. A teacher should avoid judging students, they ought to try to understand their behaviour. Therefore, if something goes wrong, a teacher should encourage their students to use their "second chance" ("Yes, you can" – approach – positive reinforcement and encouragement).
A teacher should make the rules clear to their students. They should be aware, not only of what they are expected to do, but also what types of behaviour are acceptable or not. If they misbehave, a teacher should make it clear to them in a tactful way. Likewise, the clarification of problems and/or misunderstandings should be carried out in a positive, diplomatic manner (in fact, this is a very good opportunity for a teacher to help students develop positive persuasion and negotiation skills).

10. International English

International English is far from being perfect, so a teacher must listen to their students very attentively, and be ready to help – in order to make sure that students understand each other, whilst communicating in the classroom. Visual communication and infographics are especially useful with such a group of students.

Conclusion?

Just a quote:
"Essential for developing multicultural/diverse perspective learnings is a positive and trusting classroom environment – one in which all students are made to feel welcome, comfortable, and respected."

Strategies To Support Multicultural Instruction:
https://www.eduplace.com/rdg/res/literacy/multi2.html

Follow-up…

France, Nice attack – 14.07.2016	Munich shooting, 22.07.2016
French student's reply:	German student's reply:
Dear teacher, Thank you for your e-mail, I am fine. Terrible to see what is going on. But as you said, we are going to make our world a better place! No matter what! Best regards, *Abcde*	Dear Lucyna, Thank you very much for your message! I just sent it to A…, B… and C…. Yes, I am ok. I empathise with the families who lost their relatives yesterday. No matter in which country the attacks take place, we have to help each other, and we have to hold together. Especially after my Erasmus programme in Cracow with all the international students, I believe in a positive humanity and a world without violence. I will not change my behaviour and I want to help to make the world a better place. Thank you for your words! I wish you all the best and keep in touch, *Abcde*

My Dearest French Students,

No matter what happens around You, please, never stop making our world a better place!

Your teacher, Lucyna W-G

My Dearest German Students, Please, do not let evil people around You change Your positive attitude towards the world and humanity,

Your teacher, Lucyna W-G

Alenka Tratnik is a lecturer of Business English at the Faculty of Organisational Sciences, University of Maribor, Slovenia. With more than 25 years of experience in ELT, she has thus far worked at all educational levels from early childhood to primary and secondary education.
When she's not teaching or running projects, she's designing learning materials, attending conferences, and volunteering. She counts travelling, diving, reading and theatre-going among her myriad interests.

How to use Cuisenaire rods in ELT

ALENKA TRATNIK

What are Cuisenaire rods? Put simply, they are a collection of rectangular wooden sticks, each of different colour and length. They were invented by an elementary maths teacher, Georges Cuisenaire, in 1931, as a means of helping his pupils with arithmetic. Since then, the rods have become a vital component in teaching mathematics. Yet, in ELT their use is still relatively unknown. That said, once you recognise their power and educational value, the rods will become an indispensable teaching tool in your class.
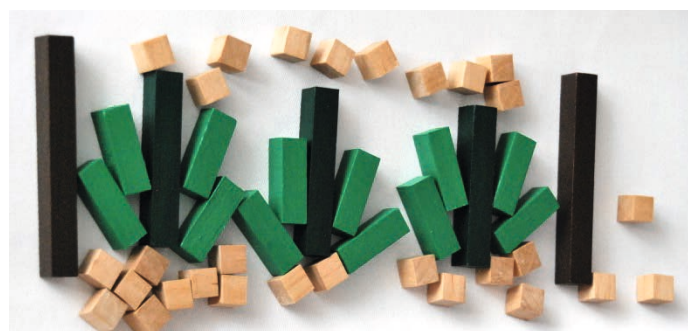
I stumbled across Cuisenaire rods two years ago. Since then, I have been using them with children, teenagers, and adults. The rods are really easy to use. What is more, they can be used on the spot without any prior preparation, either to practise tenses, recycle vocabulary, focus on word stress, or tell stories. Sometimes, I use them as a change of focus, to move away from an ICT-driven instruction. On other occasions, I would use them to add a bit of fun and enjoyment, whilst teaching/learning. Whatever the reason, the fact remains that, once you start using them, your imagination, or those of the students', will be the only limit. At each and every turn, you will be amazed at how creative and imaginative your students can be.

Here are some easy-to-implement activities, which can be used with a variety of levels and classroom types.

Activity 1 – A phrasal verb story

First, tell the students that you are going to read them a short story containing various phrasal verbs. For each phrasal verb, they need to put down one rod on the desk. The next stage is for the students to say which rod is which phrasal verb. Finally, the students re-tell the story.

Activity 2 – Syllables and word stress

Teach or revise the concepts of syllable and word stress. Say a word, e.g. **apple**, and ask: How many syllables? Because apple has two syllables, students put two rods on the desk. Next: Which is the strong syllable? Students point to the first rod on the left and say **ap-ple** to show the stress. Apply the same rule with other words.

Activity 3 – Creating a story

Take a rod of any colour, saying "This is Sam". Ask students to tell you more about him/her, what school (s)he goes to, what activities (s)he plays, what food (s)he likes, etc. Take another rod, asking "Who is this?" Invite students to use rods and build a story. As they go along, ask various questions: Where are they? Tell me more about this place. What are they doing there?
This activity can be done over and over again, using different rods, different names, and different questions.

In summary, Cuisenaire rods are a great way to practise language. They not only create quality learning experiences, but also an atmosphere of engagement, enjoyment, and fun. So, grab your own pack and embark on a new and exciting journey into the world of Cuisenaire rods.

Nataliya Dyachuk has been involved in teacher-training since 1993. An active conference-goer, materials-writer, and presenter, she is a devoted member of different, professional organisations, and was the British Council–Ukraine Professional Development team member. Back in 2000, she founded the Agency of Foreign Languages 'RUNA'® with a multi-dimensional activity profile.
She holds Cambridge CPE (1997) and CELTA (2015) certificates. Her subject interests range from EFL methodology, media methodology, media pedagogy to multi-level materials development on the basis of authentic media resources.

CELEBRITY INTRIGUE: INTEGRATING MEDIA LITERACY INTO THE CLASSROOM WITH J.K.ROWLING'S WORKS AS CASE STUDIES

NATALIYA DYACHUK

The current information age requires teachers to be familiar with media and media literacy. Media literacy has been identified as one of the key 21st century skills for transforming schools and education. It has demonstrated a power to reach all kinds of students, even those who have not been interested in their studies. It is much more than a response to changing technologies; it is a vital and effective way to create a culture of inquiry to meet the present, most pressing, educational needs. As Cindy Scheibe and Faith Rogov write [9; p.19], "media literate people have access to up-to-date media technologies, are able to understand, analyse, evaluate, create, reflect and participate on the basis of media messages. They have such capabilities as comprehension, collaboration, reflection, and social action." As with traditional literacy, media literacy provides students with the tools they need to explore content in a wide range of subject areas, and should be integrated throughout the educational system, not just taught by an individual teacher in a singular way.

Celebrities are noted for leading far more interesting lives than most people. It is what, according to Lindsay Clandfield, makes them more 'textworthy' or 'topic worthy' to English teachers and materials writers [6; p.4]. The main aim of this paper is to examine the ways to exploit the illustrative material taken from modern media, the press, films on those persons in the public eye, and live coverage. [10] The creation of the diverse types of activities, resulting in various forms of classroom interaction, may serve as a model for further culture and media studies to be incorporated within the course of a language study. A treasure trove of myths, legends, and fascinating facts, as well as stories behind the stories, make a resource foundation of exercises for the receptive and productive skills to be practised.

Activities developed on the basis of authentic media texts and video messages, are presented with specifications regarding classroom interaction patterns, timing, as well as skills trained.

1. Realia installation (Teacher (T) ⇆ Students (Ss)) (speaking: making predictions and guessing) (1-2 minutes)…

A teacher collects objects that in some way are related to a definite celebrity. At the very initial stage of the lesson, students are shown an installation of these items of realia, or their photos. On the basis of this stimuli, students try to guess the name of a celebrity, providing arguments in favour or against the materials used. The teacher might encourage students to use definite functional language, sentence structures, or topical vocabulary.

2. Celebrity photos (S⇆S) (speaking: use of topical vocabulary regarding facial and appearance descriptions) (2-5 mins.)

Each pair of students is given a photo of a celebrity. The trick is they need to have different photos of the same person. The assignment is for student A to describe a person in the picture to student B, who respectively, has to work out the celebrity's name. A variation of the same activity may involve drawing the portrait of a celebrity by one of the students.

This activity owes much to Lottie Baker's present-day claim that "digital-natives are not intuitively adept at analysing and critiquing images, skills that can be considered part of visual literacy" [1; p.2].

3. Celebrity photos (T ⇆ S ⇆ Ss) (speaking: use of vocabulary re: description, comparison and contrast) (up to 5 mins.)

This activity might be a follow-up to activity 2 above. The teacher collects different photos of the celebrity in focus, places them on the white-board or sticks them to the chalk-board, and encourages students to compare and contrast two of them.

The purpose of the pictures and posters is to encourage student participation and provide controlled practice in a given English structure or concept.

4. Wall Dictation (S⇆S) (dictating and writing at high speed, memory training) (5-10 mins.)

Fragments of any texts about celebrity activities and lifestyles are placed on the walls around the class. The teacher makes sure that all the texts have more or less an equal amount of words. One member of the pair runs to their appointed text, memorises sentence fragments, runs back, and dictates it to his/her partner. They may change roles, but finish only when the whole text is copied. The fastest moving and most accurate pair will be the winner.

5. Quiz (S in teams⇆S in teams) (reading: skimming and scanning) (10-20 mins.)

Either teachers or students (individually) prepare a list of questions about a celebrity on the basis of different media print/video texts (samples may be [2;5;7]. All of the questions and resource texts and videos are collected, and quizzes are formulated. In groups, students receive the list of questions. Then, they walk around the class, and find the answers by means of reading the articles, the fragments of texts, posters hanging on the walls, or even listening to podcasts, or viewing some video fragments on the i-pad/laptop/smart-phone. Some of the possible questions may look like this:
- J.K. JK Rowling is famously reluctant to talk about her private life? (true)
- What nationality roots are present in J.K. Rowling's family history? (French)
- How old was Joanne's mother when she gave birth to her? (she was 20)
- Joanne was angelic when she was a teenager. (yes)
- Who is J.K. Rowling's favourite writer? (Guy de Maupassant)
- Did she buy her wedding dress in disguise? (yes)
- Did J.K. Rowling felt guilty after buying earrings? (yes)
- Is it true that Bill Clinton declared he was a fan of J.K. Rowling? (yes)

6. 'Quotes - misquotes' (T⇆ S⇆Class) (writing/grammar: sentence transformation) (up to 10 mins.)

Students are given a list of quotations from a celebrity. Their assignment is to paraphrase them, preserving the meaning of the original. For example:
- "It does not do to dwell on dreams and forget to live."
- "It matters not what someone is born, but what they grow up to be."
- "People find it far easier to forgive others for being wrong than being right."
- "We are only as strong as we are united, as weak as we are divided."
- "Stay brave, keep smiling and never stop believing in magic!"[8]

7. Fact versus opinion (T⇆ pair of S/class) (critical thinking) (up to 5 mins.)

Students are given a number of statements about a celebrity from the modern media. Their assignment is to distinguish between fact and opinion.
- "Scholastic Publishing House feared that American readers would not associate the word 'philosopher' with a magical theme (although the Philosopher's Stone is alchemy-related), and insisted that the book be given the title: 'Harry Potter and the Sorcerer's Stone' for the American market." – fact.
- "'The Casual Vacancy' is no masterpiece, but it's not bad at all: intelligent, workmanlike, and often funny." – opinion of Theo Tait, from The Guardian.

8. Research of the coverage of the same story in different print media (groups AAA;BBB;CCC ⇆ regrouped into ABC;ABC;ABC) (reading: style analysis, critical thinking, information processing and sharing) (up to 1 hour at home; 40 mins. in class)

For home assignments, students could be given articles covering the same story about a celebrity. Their task will be to read them and explain why the same story may be represented in very different ways. Special considerations might be given to the style, vocabulary choice, or opinions expressed. As an example for our workshop, I propose taking articles analysing the first of J.K. Rowling's books for adults – 'The Casual Vacancy' (published in 2012). All of the articles were printed by the quality and yellow press on Thursday, September the 27th, 2012. [11-17]

Back in class, apart from analysing the issues mentioned above, students are encouraged to voice the information, facts and opinions they came to learn about whilst reading in groups, and respond to the following categories:

- J.K. Rowling's style of writing in 'The Casual Vacancy'
- Positive comments about the book
- Negative comments about the book
- Some glimpses/spoilers regarding the plot of 'The Casual Vacancy'
- Information about the characters
- How the book could be, or was accepted by the community
- Some comparisons and analogies with the 'Harry Potter' book series.

9. Working with video (various forms of interaction) (listening-comprehension) (timing is unlimited)

A wealth of pre- while- and post- viewing activities could be developed on the basis of short documentaries and film episodes.[19-27]

10. Working with radio programmes and podcasts (listening-comprehension; writing: note-taking; pronunciation practice) (S individually; T⇆Ss; S⇆S) (timing depends on the type of the task)

If appropriately exploited, radio can bring authentic content to the classroom. Students are exposed to the natural pace of native speakers of the target language, whilst the radio can also be a valuable source of input and highly relevant to language acquisition. Utilising live radio programmes and recorded podcasts, students may:

- Listen to the interviews with a celebrity of their choice [18]
- Record their own invented programmes about celebrities
- Record themselves conducting an interview with a celebrity
- Compile the tape-script of a certain portion of the radio programme, further read it, and imitate the pronunciation and intonation of the reporter.

Critical media analysis allows students to access, analyse, and evaluate popular texts in terms of their cultural, political, ideological, and socio-economic ramifications. Utilizing info. about a celebrity can serve as a springboard to more authentic and creative language use. Thus, whether you are a reader craving deeper knowledge of your favourite author; a scientist studying the modern classics; or a new convert to a celebrated novel, turn to the authentic media for thorough, fascinating, and insightful coverage of one of present-day literature's best writers

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17. *Tonkin, B. (2012)* **Irvine Welsh meets Joanna Trollope – but it all ends Hogwartsly ever after**.
    – The Independent, Thursday, September 27. – p3.

• *Radio*

18. **Woman's Hour Takeover**, BBC radio 4 broadcast on Monday, 28th of April, 2014.

• *Video (available in YouTube)*

19. **J.K. Rowling – "A Year in the Life'** (TV, 2007)

20. **J.K. Rowling – "Biography from A&E"** – parts 1-4

21. **J.K. Rowling – "Top 10 rules for Success"**

22. **J.K. Rowling – J.K. Rowling on swearing for adults. – BBC news**

23. **J.K. Rowling – (interview): 'I bought my wedding dress in disguise'**

24. **J.K. Rowling – 'The Fringe Benefits of Failure, and the Importance of Imagination"**

25. **J.K. Rowling** interviews and talks with Oprah

26. **J.K. Rowling -'Writing for Grown-Ups', 2012**

27. **"Magic Beyond Words. The J.K. Rowling Story."** – feature film

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Teaching languages through culture

ALINA DOROCH

Teaching languages and culture is inseparably related. Yet the question arises how culture can be introduced into the 21st century classroom. Culture is defined as an *"integrated pattern of human behaviour that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations"* (Goode: 2000). This means that culture is a much broader concept and integration of the study of the language and culture serves the purpose in foreign language learning of developing communicative competence, cultural awareness, and reinforcing tolerance, a deeper understanding and appreciation of the richness of diverse cultures.

When learning a language one perceives it in its cultural context where both the learner's culture and the culture in which meaning is created or communicated influence the ways in which possible meanings are understood. Naturally, this context does not confine to the single culture only since both the target language and culture as well as the learner's own language and culture are present all the time and can be simultaneously involved.

As Kramsh (1993) has put it,

"Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hardwon communicative competence, challenging their ability to make sense of the world around them."

Consequently, culture should be taught as an interpersonal process and, rather than presenting cultural facts, teachers should assist language learners in coming to grips with the 'other culture'.

So far, languages have been taught with reference to particular cultures, associated with certain nations and national identities. However, what we are witnessing is the process of globalisation entering the area of language teaching which means that we have to view it as transnational processes, networks and communities. Since people travel between countries for various reasons, foreign languages are related to specific subjectivities. Today, we have to realise that the objective of teaching foreign languages is not to become a representative of a foreign nation, but to communicate with people who have more or less different cultural backgrounds and identities. Hence, foreign language learning and teaching should not focus on communicative competence in a national context only but also on intercultural competencies in a complex and multicultural world.

This approach means that teachers face a challenging task in applying various techniques to make learning languages and culture most effective and rewarding.

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Sensory English teaching for very young learners and babies

ANNA RATTENBURY

WORKSHOP OUTLINE:

The content of my workshop is for those who are involved in teaching very young children, especially in a pre-school/nursery school environment, giving teachers a fresh perspective, and an array of practical and effective tools to be implemented in the 'classroom'.

The workshop is divided into three parts.

1. The very young learner - characteristics in brief
2. Sensory-aided language teaching – conceptual framework
3. Practical activities to stimulate effective language acquisition, divided into five groups according to the respective senses:
   a) Visual
   b) Auditory
   c) Kinaesthetic
   d) Olfactory
   e) Gustatory

PART 1

A very young learner of English may be a baby of 6 months old, or a child of 5 years old. Very young children lack the motivation to learn a foreign language, but they have open minds and flexible neural connections. Thank goodness for that! The latter enables them to acquire a vast amount of language skills and vocabulary. It is tremendously important to remember, however, that it is not the amount of vocabulary items the child acquires in a foreign language at this age that counts, but the quality (e.g. pronunciation), and the ability to apply them in appropriate situations. It is also vital that the language learning experience be as positive as possible at this stage, as this determines a child's future motivation to learn.

Children of about 3 to 4 have the need to communicate, and thus require language to achieve this. Children have a very short attention span and constantly need new inputs. They also like to play a lot, sing, and pretend. They are much less inhibited than adults, and love experimenting with language through funny situations, rhymes, and TPR activities. When we think of: "**teaching very young children**", we should first think of the word "**play**": not the endless filling-in of books, nor menial drawing and colouring activities, but PLAY.

PART 2

Children, especially very young children and babies, learn with all the senses in a process which can be summarised as: SENSORY INPUT, PROCESSING, RESPONSE. In language teaching, this is exactly what we want: the more senses they involve in language acquisition, the more remains in their memory forever. If a child learns the rhyme "Jelly on a plate" and touches real jelly at the same time, getting sticky and tasting a bit, the language will embed itself in his/her memory forever. In the next part, we shall look at practical activities which stimulate the learning process in a stress-free, effective way through sensory-aided play.

PART 3

Practical ideas on how to incorporate sensory teaching into the language classroom, grouped according to the senses:

   a) Visual - for all aids, such as pictures, boards, etc.
   b) Auditory - listening, music and rhythm
   c) Kinaesthetic - tactile tasks
   d) Olfactory - using the sense of smell
   e) Gustatory - using the sense of taste

Conclusions, Q&A.

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Motivational techniques for everyday lessons

WIOLETTA SZÓSTAK

The question of how to involve each and every learner in a lesson is pertinent within all kinds of teaching contexts. It seems that the prevalent approach to this issue is the behavioural approach with its neat reward–punishment system, allowing the teacher to control learners' behaviour. Effective as it might appear, this approach offers only short-term solutions, which lead to the development of short-term, extrinsic motivation. The 'carrot-and-stick measures' are highly unlikely to inspire any learner to pursue self-defined learning goals just for the sake of intrinsic satisfaction. My workshop, therefore, focused on strategies derived from an alternative approach, which enables the teacher to conduct high-involvement lessons, without resorting to the manipulative, behavioural principles.

My workshop started with a discussion of why praise might be ineffective for learner motivation, and what the teacher might offer instead, as a form of individual recognition and support (attention, appreciation, empathy, plain correct/incorrect feedback). The participants agreed that praise is often too general and exaggerated, and thus, meaningless. Many teachers have supported the statement that praise might be distributed unfairly, and consequently, it might hurt some students' feelings. The most controversial argument is that praise – as an external reward – is actually manipulative. Participants usually argue that praise would not be harmful, if used judiciously by the teacher. They agree, however, that praise for all, i.e. for the whole class or group, might be more effective than praise for individual students.

The following instructional techniques were implemented in my session, in order to provide the participants with hands-on, classroom-like experience:

- Immediate work assignment – a short task given to students, the moment they enter the classroom; it keeps them busy and focused on the subject before the lesson starts. The task for the participants was to write down what they did to engage students in their lessons.

- Voting – students answer the teacher's questions, just by raising their hands; it enables the teacher to get a quick response or feedback from the group, with all learners being involved. The presenter used this to get to know something about her audience, before she started the session.
- Question, all write – all students answer the teacher's question in writing, working individually; it eliminates the problem of established volunteers who tend to dominate lessons. The participants were asked to write down their arguments against praise.
- Whip around, pass option (in Polish: "runda bez przymusu") – the teacher asks students to say or read out their answer one-by-one; the students who do not want to participate can say: "I pass". It enabled the presenter to get the participants' answers to her question.

The next stage of the session was the presentation and discussion of other techniques and strategies which activate the learner and develop intrinsic motivation:

- Under-explain and learning pairs – the teacher reduces his or her explanation to the necessary minimum, so that at least half of the class understand it; then, students get into pairs, consult their understanding, and teach each other, if necessary. It prevents boredom and develops co-operation and learner autonomy.
- Guided practice – students do a given task individually, and then get the answer key so that they can check and correct their work on their own.
- Review test – students write a test, and then, mark it on their own, with the key provided by the teacher; it is recommended for revision or instead of a formal test, and it enables students to assess their own progress in a stress-free context.
- Time for reflection – the teacher gives students a while to write down their thoughts or questions concerning what they read or listened to; these are

then shared in pairs or small groups, and with the whole class.

- 'Once principle' – the teacher never repeats him- or herself, especially when giving instructions or explanations. It teaches students to listen attentively, and to rely on their friends when they miss something. It also saves time.
- Outcome sentences – on completing a learning unit or a lesson, the teacher asks students to finish some of the following statements: I learned ..., I was surprised ..., I'm feeling ..., etc.; this makes students think about their own learning and progress.
- Support groups – the teacher encourages learners to establish fixed groups for a term or the whole school year; these give each student a sense of belonging and security, as they know they have friends to ask for help, if need be. This encourages co-operation and responsibility.
- Assignments with a choice – the teacher gives students a choice as to which tasks (or how many) they do for homework or classwork, or both.
- Homework unlike classwork – for homework, students do tasks which are completely different from what they did in class, though still related to the subject matter; such variety stimulates thinking, increases involvement and creates an opportunity for a deeper processing of new information.

- The minimum of tests and grades – they provide only external motivation, and do not develop life-long learning habits.
- The maximum of formative assessment (ocenianie kształtujące) – this is the key factor contributing to the development of intrinsic motivation and learner confidence.

The issue that aroused most discussion was testing. Not all participants agreed that tests and grades might be detrimental to learner motivation. Some were also concerned that students might cheat when given the opportunity to mark their own tests; others suggested peer correction as a solution to the problem.

The workshop finished with voting questions and outcome sentences, which provided valuable feedback to the presenter. It showed that many participants considered the presented techniques and strategies as worth implementing in their classrooms. However, those who would be willing to reduce testing and grading were in the minority. It seems that many teachers do not believe that they could, or should, change the approach based on external incentives, as it is imposed on them by the present, test-oriented educational system.

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Do you speak Ponglish? A lesson on language awareness and cross-cultural communication

URSZULA MAJDAŃSKA-WACHOWICZ

1. Introduction

This interdisciplinary lesson is a result of my research done on Ponglish[1] - a language variety, which is spoken, not only by Poles living in English-speaking countries. The aim of the lesson is to show the outcome of contemporary English-Polish language contact, and how this phenomenon can be used in the English class. I do believe that linguistics and methodology should be joined together when teaching a foreign language, because language, its structure and context reflects culture. Therefore, a lesson dedicated to English-Polish language contact will help improve cross-cultural communication in the classroom environment, increase students' language awareness, and their communicative awareness. At the same time, integrated skills (reading, writing, listening, speaking) will be practised. This lesson may be classified as being part of 'edutainment', because its content is designed to educate and to entertain.

2. Theoretical framework[2]

The influence of English on the Polish language has been examined by many Polish linguists[3]. One can enumerate Polish studies, dedicated to the variety of language, used by Poles living in English-speaking countries. The specific language spoken by Poles, and between Poles, living in English-speaking countries, has been referred to as "the language of Polonia" (Walczak, 2001, p. 569) or "the dialect of Polonia" (Sękowska 1994, p. 7-8). Nowadays, the word 'Ponglish' has been coined in relation to this linguistic phenomenon, possibly by analogy to such terms as Chinglish, Czenglish, Spanglish, etc. Ponglish (Polish + English), as the blend name indicates, is an example of a hybrid language which mixes elements of English and Polish. This language variety seems to emerge in a bi-lingual (English and Polish) environment where language contact situations arise, and *language transfer* occurs. What is more, *language-mixing* and *code-switching* appear to be the main features of this "linguistic cocktail". Furthermore, '*borrowing transfer*' which refers to the influence a second language has on a native language, and '*sub-stratum transfer*' which involves the impact of a source language on the acquisition of a target language, are present in the process of communication between people who speak Ponglish.

Interestingly, Ponglish has become quite a popular phenomenon, ever since an informal online dictionary ('*Słownik slangu polsko-angielskiego*' http://www.ponglish.org/) was founded in 2010, in order to collect and provide definitions of the words and phrases in use. As stated by the authors, approximately 10 new words are added to the dictionary every day. The majority of the words are assigned to broader categories representing specific types of Ponglish, e.g. PONGLISH BRYTYJSKI (British Ponglish); PONGLISH AMERYKAŃSKI, (American Ponglish); PONGLISH POLSKI (Polish Ponglish); PONGLISH BIZNESOWY (Business Ponglish), etc. This trend makes it reasonable to assume that Ponglish may not exclusively be spoken by the Poles living in English-speaking countries, and this hypothesis is confirmed by the fact that *language contact* is understood, at present, to be broader than:

…the co-existence of two languages in one state. In fact, English-Polish language contact may, and does take place, in present-day Poland, via the Internet,

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television, cinema, radio, books, the press and the process of learning and teaching English (Zabawa, Gdańsk 2008, p. 155).

This is why, some criteria may be taken into consideration when distinguishing the community of those people speaking Ponglish:

1. geographic criterion, that is, Polish immigrants who work and live in English-speaking countries;
2. professional criterion, that is, Poles who use international words and phrases typical of their profession, e.g., computer programmers or korpomowa;
3. the criterion which takes into account the considerable role of English in the contemporary world. English is believed to be a global language. In this respect, speaking Ponglish is typical of those Poles who, more or less, can speak English and use it in everyday situations, for different communicative purposes. This is most probably the case amongst the youngest generation of Poles, since English phrases seem to be a common feature of Polish youth slang (including ziomspik). Seemingly, in this language variety, English phrases are used intentionally.

As Ponglish is understood broadly, one may conclude that a significant number of words taken from the Ponglish dictionary, had been recognised in the informal Polish or Polish youth slang, long before the lexeme Ponglish was coined.

4. Objectives of the lesson and background

Expected learning outcomes (intercultural):
– Students will learn about the influence of English on Polish.
– Students will be able to discuss the cultural and social aspects of English–Polish language contact.
– Students will increase their language awareness.

Expected learning outcomes (linguistic):
– Students can explain what is typical English–Polish contact.
– Students can identify some Ponglish words (and phrases) and their etymology.
– Students use a word formation process to recognise Polish and English morphemes in Ponglish words.
– Students can use the linguistic material in context.
– Students can find Ponglish words in a song, and "translate" them into Polish.
– Students can "translate" Ponglish words into English in an informal letter.
– Students decide which sentences are true/false, after reading a press article about Ponglish: or

conduct a use of English exercise on the basis of the press article about Ponglish.
– Students will practice four skills – (reading, writing, listening, speaking).

Time needed: 45 minutes
Proficiency level(s): from pre-intermediate to intermediate
Age group(s): 13–18
Materials and resources: Internet sources (You Tube – a short clip, a lyric video, a song, Ponglish.org. online dictionary, worksheets prepared by the teacher, press materials, etc).

5. Brief description of activities (the lesson plan, procedure and worksheets will be distributed during the workshop)

You Tube - warmer
Students watch an extract from a TV show called 'Top Model', starring Joanna Krupa (a Polish model who has been living in the USA). After watching the clip, they have to answer the following questions: *1) Is Joanna speaking Polish? 2) Is Joanna speaking English? Is she speaking English and Polish at the same time? Why?* etc. After the discussion, the lexeme Ponglish is introduced, and its etymology is explained.

Ponglish. org content exercise
The teacher presents the sample content from the Ponglish dictionary. Students are given worksheets, with some Ponglish phrases extracted from the Ponglish dicionary. They have to write the words correctly in English, and explain their meaning.
An example: *randomiczny*

Word formation exercise on the basis of Ponglish. org content
Students have to underline the English and Polish morphemes in the given Ponglish words. After that, they match the Ponglish words to their English base forms (pair work), and make sentences in English, including one of the English base forms (The teacher may ask students to prepare sentences, using an exact number of words, specific grammar structures, or specific context, etc).
An example: *krejzolka*

Drama and role-play exercise on the basis of example dialogues
Students are presented with some sample dialogues extracted from the Ponglish dictionary. They have to underline a Ponglish word or phrase, "translate it" into English, and devise a question with a chosen English word. Students ask each other questions (open pairs).
An example: *Idę kupić karotsy i onionsy.*

Reading exercise

There are two options with this exercise, depending on the students' level. Option 1. Students read a newspaper article about Ponglish, and decide which sentences are true or false. Option 2. The same article has been edited, and students have to fill in the gaps with an appropriate word.

Lyric video exercise

Students are divided into small groups. They watch a video clip with Ponglish lyrics. Each team has to write down as many Ponglish words as they can see and hear (this exercise can be also done as "fill in the gaps"). When students check their answers, they are asked to translate the Ponglish lyrics into proper Polish.

A letter to a friend (editing exercise) as a follow-up

Students are given a letter written in English, which contains some Ponglish phrases. They have to correct the letter and change the Ponglish phrases into English.

6. Summary

– The lesson is aimed at presenting the outcomes of English-Polish language contact, referred to as 'Ponglish'.
– The lexeme Ponglish is understood broadly.
– The lesson will be conducted in Polish and English.
– The lesson is interdisciplinary and relates to such subjects as: Polish, culture, history, social studies.
– The exercises and methodology may be modified, depending on teachers' creativity.
– The lesson is in accordance with the national curriculum[4].

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4 Wymagania ogólne: uczeń posiada świadomość językową (np. podobieństw i różnic między językami);Wymagania szczegółowe: 1.15 elementy wiedzy o krajach obszaru nauczanego języka oraz o kraju ojczystym, z uwzględnieniem kontekstu międzykulturowego oraz tematyki integracji europejskiej w tym znajomość problemów pojawiających się na styku różnych kultur i społeczności).

Irmina Kotlarska, Ph. D.

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The oldest Polish handbooks of English (18th-19th century) – a trip to the beginnings of ELT in Poland

IRMINA KOTLARSKA

Theoretical framework[1]:

I strongly believe that modern ELT education needs a historical perspective. A look back on language learning and teaching might enable the tracing of some of the roots of present phenomena associated with language education. Outlining the facts about the beginnings of ELT in Poland, may also be used to enhance learners' motivation, as it shows that learning foreign languages, especially English, has been an important life skill for many generations. Finally, studying history encourages intellectual growth, as it develops the experience of observing and assessing past examples of change.

The history of Polish handbooks of English begins with the publishing of '*Grammatyka dla Polaków chcących się uczyć angielskiego języka*' ['Grammar for Poles who want to learn the English language'] in 1788. "For the sake of advantage, and not of fashion" is the motto of this book written by a Basilian monk and a polyglot, **Julian Antonowicz**. The next handbook – '*Grammatyka angielska, czyli sposób łatwy uczenia się czytać po angielsku podług reguł Sheridana I Walkera z niektoremi kawałkami prozą i wierszem*' ['English Grammar, or an Easy Way of Learning How to Read English according to Sheridan's and Walker's Principles with Some Extracts in Prose and Poetry'] came out in 1806, in Wilno. Another book for English learners appeared 22 years later. It was a reader-cum-dictionary targeted at students of Warsaw's Polytechnic Institute. About twenty handbooks, six Polish-English dictionaries, and three phrasebooks appeared in the 19th century, and they remain largely unexplored[2].

The beginnings of ELT in Polish are to be associated with the cultural and social trends of the Enlightenment age, which affirmed faith in the power of human reason, and brought about significant changes in the meaning of the model of education, including foreign language teaching. In the mid-eighteenth century in European countries, a utilitarian-real tendency became a popular programe, which demanded the restriction of a philology-rhetorical programme, based on Latin, for the real sciences. Real sciences included among other things: geography, physics, natural history, and modern foreign languages. Foreign languages were important, in order to explore other areas of knowledge and broaden horizons. In Poland, these changes were most clearly reflected in the reforms carried out by the Commission of National Education. Enlightenment activists responsible for the reform of Polish education, stressed that the most important aims and objectives of learning modern foreign languages, should be utilitarian. Therefore, as early as the end of the 18th century, a tension between learning languages for its own sake (now called 'intrinsic' or 'integrative motivation') and learning them for practical reasons (today referred to as 'instrumental motivation') was noticed. The value of language learning was quite early followed by practical curricular solutions. The curriculum of the Collegium Nobilium, as well as the School of Chivalry, in the 18th century, included not only Polish but also French, German, and Latin, as obligatory subjects.

The status of English in Poland was also affected by the political situation. Whereas in 18th century Europe, English gained popularity as a language of trade, in Poland, its importance was enhanced by political context. Polish-British cultural contacts at that time were a consequence of a deep fascination with the British economic and philosophical ideas. The Czartoryski

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[1] This has been based on a paper called *Teaching English in the First Polish handbook for Poles of 1788*. The article has received positive reviews, and is going to be published soon.

[2] See references.

family must be mentioned here, as its members were great anglophiles trying to implement British economic and farming achievements in Poland. Furthermore, the family tried to make an alliance with British politicians, to stop the growing influence of Russia in Europe. It was Adam Kazimierz Czartoryski, the head of the School of Chivalry, who decided to make English one of the extra-curricular subjects in that school, in 1768. He asked John Lind - a native speaker of English - to have English classes with Polish students. At the same time, Lind was the governor of the school. At the beginning of the 19th century, the famous Polish Krzemieniec Lycee (Liceum Krzemienieckie), a model school of the times, offered systematic teaching of Polish, Latin, Greek, Russian, French, and German. The Rabbinical School of Warsaw (1826–1862), however, offered courses in Polish, English, French, German and Italian.

The above-mentioned circumstances led to an urgent need to publish the books, to allow the Polish people to learn English in their native language. The first person who could meet such a need was a Basilian monk, Julian Antonowicz, the head of a highly- regarded school run by the Uniate Basilian monks in Włodzimierz Wołyński. It is not clear where Antonovich learned English. Library research revealed no information about a trip to England, or any regular studies of English. He could have had contact with it whilst studying in Italy, and simply learned it on his own as a linguistically gifted and hard-working person. It is known for sure, though, that he regarded the English language and culture as valuable, and wanted to promote them amongst Polish students. That was one of the most important reasons for his writing of 'Grammatyka dla Polaków chcących się uczyć angielskiego języka'.

The book teaches English using the philological method. The starting point for learning a language was grammar, however, the description of grammar in it was simplified, and restricted to those elements perceived as essential for acquiring a foreign language, namely: orthography (understood as pronunciation and spelling), morphology (understood as the study of parts of speech) and syntax. The grammatical knowledge was presented in the form of rules which were to be learned by-heart by the learners. As the main form of activity in the class was grammatical analysis, the handbook contains English texts, which were to be read and analysed. There is a separate chapter with texts in '*Grammatyka*'. It consists of eleven unnumbered pages and contains examples of private and business letters, as well as five Aesop's fables. The texts are not accompanied by translations into Polish, to be more useful for study. Texts, especially letters, were also used as a template for students to create their own written utterances. It proves that writing

was also perceived to be important in the SLA process, especially when it came to the ability to write letters. Another key activity in foreign language classes was translation from the target to the source language, and vice- versa. That is why handbooks of foreign languages had to be accompanied by vocabulary lists. Antonovich compiled 'Słownik Potrzebniéyſzych wyrazów' ['Dictionary of Necessary Words'] (pp. 106-144). Vocabulary lists are arranged thematically, and presented in the form of a bilingual list to be memorised. The thematic sections are as follows: Of the world in general (pp. 106-108); Of time (pp.108-111); Of mankind (pp. 111-118); Of clothes and things carried about one (pp. 118-119); Of eating and drinking (pp. 119-122); Degrees of kindred (pp. 122-125); Eccleſiaſtical and Temporal dignities (pp. 125-126); Of a church (pp. 125-126); Of Arts and Sciences (pp.127-131); countries and cities (pp. 131-133). This dictionary deserves special attention, as it is the first Polish-English inventory of words ever compiled. Two vaguely related issues are the criteria for the choice of vocabulary items adopted by Antonovich, and possible sources of the dictionary.

Workshops:

The main aim of the workshops is to familiarise Polish teachers of English, with the almost unknown history of teaching English in Poland. The materials taken from the oldest handbooks will be used in the following exercises:

Sample activities:

1. Read the phrases taken from an 18th century English handbook. Use them as a starting point to write a short dialogue with a long-lost friend.
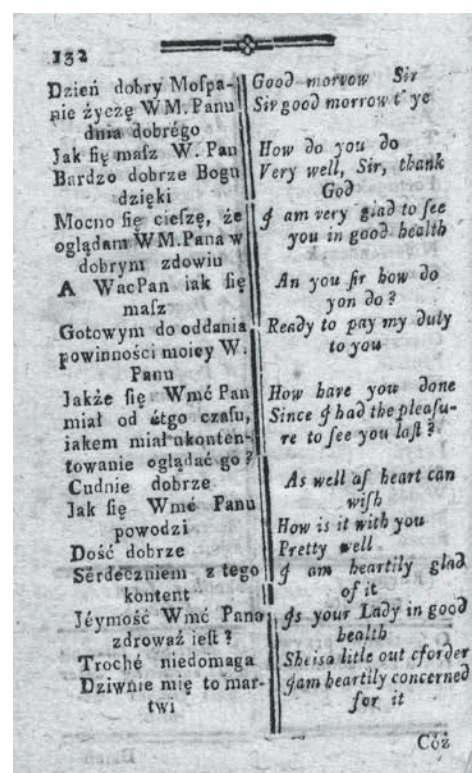
2. Look at the list of words given for the theme CLOTHES in an old handbook. Compile a list of English words you would give for the same theme nowadays. // Tick the words that are in use today, and replace those, which fell out-of-fashion.

3. Read the old letter written by a seller to the buyer. Identify elements of a business letter. Are they the same as contemporary phrases?

4. Try to translate these texts using the explanations given by old grammarians:

Such activities can be used in many different ways, depending on teachers' creativity and specific lessons aims.

Working with fragments of old handbooks provides great opportunities to increase students' language awareness. They enable reading and writing skills development, teach creative language use, and help students with their decoding skills. They are good material for doing some translation exercises, which can encourage learners to discuss the meaning and use of language at the deepest possible levels, as they work through the process of understanding, and then looking for equivalents in another language[3].

They may be good warmers or filler activities, especially for higher level groups, and can be used in interdisciplinary classes, as they relate to such subjects as history, English-Polish language contact and its historical background, and social studies. One can also use them for extra-curricular work, or just to have fun with students.

In conclusion, we can observe that English learners and teachers, and the processes of ELT are elements of a long-term evolution, and it's time we started to be more aware of that.

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[3] https://www.teachingenglish.org.uk/article/translation-activities-language-classroom
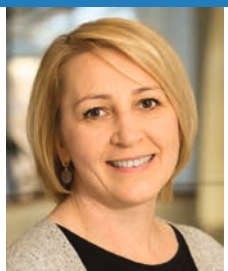
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More than teaching English

KATARZYNA ŁAZIUK AND KATARZYNA WIĄCEK

Having worked as teachers of English for many years, we often ask ourselves whether we are supposed to teach vocabulary, grammar, reading, writing, speaking skills, or should we go beyond that and add something extra to our teaching? The other question we raise is the right to incorporate extra content into the curriculum connected with human behaviour, attitudes, and past or contemporary problems that the world faces. Intuitively, we know that some subjects seem to be safer to discuss, others not. We do not hesitate to include more history, culture, traditions of English speaking countries into our lessons, but we are not so daring to touch more complex, sometimes controversial topics. In the course of time, after completing our professional training on human rights or tolerance education, we will become more self-reliant and convinced about the importance of including such issues into our everyday teaching practice. We believe that teaching English makes a difference in students' lives, as not only do they master their language skills, but also they become critical, sensitive, and thoughtful citizens ready to enter adulthood.

Here, we will present activities that, in a simple and engaging way, acquaint our students with the topics of multi-culturalism, tolerance, and stereotypes. Probably, some of us have numerous doubts about *teaching more than just English*, so we want to show that the following exercises can serve as answers to those concerns. Each question refers to one problem we might encounter, whilst each answer/exercise is an idea how to deal with the problem.

Is it in the curriculum?

Yes, it is. Here are some fragments from the curriculum for English teachers in Polish schools (it's in Polish).

Celem kształcenia ogólnego w szkole jest: *kształtowanie u uczniów postaw warunkujących sprawne i odpowiedzialne funkcjonowanie we współczesnym świecie*.

W procesie kształcenia ogólnego szkoła (podstawowa/gimnazjum) kształtuje u uczniów postawy sprzyjające ich dalsze mu rozwojowi indywidualnemu i społecznemu, takie jak: uczciwość, wiary godność, odpowiedzialność, wytrwałość, poczucie własnej wartości, **szacunek dla innych ludzi**, ciekawość poznawcza, kreatywność, przedsiębiorczość, kultura osobista, gotowość do uczestnictwa w kulturze, podejmowania inicjatyw oraz do pracy zespołowej. W rozwoju społecznym bardzo ważne jest **kształtowanie postawy obywatelskiej, postawy poszanowania tradycji i kultury własnego narodu, a także postawy poszanowania dla innych kultur i tradycji. Szkoła podejmuje odpowiednie kroki w celu zapobiegania wszelkiej dyskryminacji**.

How can it be fun for my students?

You can make students more aware of global issues, or teach them empathy by using online video games. Apart from creating an enjoyable atmosphere and developing language skills, they provide an opportunity to understand complex worldwide mechanisms. What you have to remember is to give your students time, after each of the games, to discuss their impressions and emotions. They need to be able to articulate, or at least write down, any ideas which came to their mind during

the game. Finally, while choosing the games, pay attention to whether your students are mature enough to deal with the topic. The following games present different levels of complexity.

In the '*The 3rd world farmer*' game, players grow crops and breed animals, in order to survive. They have to make decisions about how to divide their scarce income and predict unexpected circumstances such as natural disasters. The overall aim of the game is to teach the causes and consequences of poverty. For details, visit the website http://3rdworldfarmer.com/

'*Against all odds*' is a game in which the player gets acquainted with the refugee situation from different perspectives. Here is a link to find out more – http://www.playagainstallodds.ca/

Playing the game '*Spent*', one gets familiar with the problem of unemployment. Being an unemployed person, you have to figure out how to make ends meet within one month. The game is based on real data. In order to play, go to http://playspent.org/

The last game, '*Free rice*', is a perfect way to combine vocabulary practice with food donations. Students choose synonyms to given words, and for each correct answer they earn 10 grains of rice, which will be donated through the World Food Programme. Check the following link to the game: http://freerice.com/#/english-vocabulary/1402

Isn't it only for more advanced students?
You can vary the exercises and adjust them to the level or age of your students. Take into consideration this exercise:

ID Cards – students take a piece of paper and fold it to create a sort of booklet. They can draw a picture on the cover, e.g. their portrait, or just write their name. Inside, they draw or write five things that describe them. So they can choose age, occupation, likes, interests, religion, etc. In lower groups, you can ask students to put in the card only things they like. Then, they walk around the classroom and talk with other students about their cards. In lower-level groups, students will just say sentences like "I like … because …", in more advanced groups, students can ask questions to find out something more about their classmates.

Aim: students practise speaking, they get to know each other, they find similarities between classmates, and they can share only the information they want, so any personal topics they do not want to mention, can be kept secret.

Where can I find some materials for teaching about tolerance?
What we suggest is creating your own teaching materials. There are lots of special days during the year, which might be a pretext to write your own lesson plan:

27 January	*International Holocaust Remembrance Day*
February	*Black History Month*
21 March	*International Day for the Elimination of Racial Discrimination*
8 April	*World Roma Day*
4 June	*International Day of Innocent Children Victims of Aggression*
20 June	*World Refugee Day*
21 September	*International Day of Peace*
1 October	*International Day of Older Persons*
2 October	*International Day of Non-Violence*
16 November	*International Day for Tolerance*
10 December	*Human Rights Day*

We recommend using all kinds of videos to discuss the topics of multi-culturalism and tolerance. Here is an example of a micro-lesson based on an Amnesty International clip - https://www.youtube.com/watch?v=f7XhrX-UoD6U&feature=youtu.be

1. Ask students: What can you do for four minutes? Give them some time to think, and then gather ideas. Tell them that some time ago, a psychologist, Arthur Aron, did some research, in which he concluded that four minutes of looking each other in the eyes can make people closer to each other. Tell students that they are going to watch a film based on this experiment. Their task will be to list the emotions of the people and their actions.
2. Play the film to 0:30 (in this fragment, people have closed eyes), stop, and ask them to name the emotions of the participants in the experiment.
3. Play the film to 1:00 (people open eyes), stop, and ask them to name the emotions and reactions of the participants in the experiment.
4. Play the rest of the video. Ask students to write down all the reactions and actions of the people appearing in the film. Students present the activities.
5. After students have watched the film, ask them to choose one pair from it, and prepare a short imaginary conversation between them, which might have happened just after the end of the experiment. Some pairs present their dialogues.

Where is the language practice?

Language practice is behind every exercise we introduce in our classrooms. We teach a subject which might be used to talk about serious issues, but at the same time, we do not lose the strictly learning element like skills development or vocabulary practice. The following exercise might be used to practise speaking, writing or grammar. Show your students a picture of a person (e.g. http://i100.independent.co.uk/image/22521-1qchzq8.jpg) or two pictures of the same person (http://www.lostateminor.com/2014/10/02/american-photographer-creates-insightful-photo-series-racial-sexual-prejudice-united-states/).

To practise speaking, ask students some questions, e.g.: *What is his job?*

Where does he live? (country, building)
What does he eat for breakfast?
What is the last film he saw?

Students share their ideas in groups, and then present them to other students. After all the groups have presented, the teacher reveals the truth about the identity of the person from the picture (for instance, the first link shows the picture of Jose Mujica, ex-president of Uruguay).

To practise writing and grammar, show students the picture(s) and ask them to write a description of a typical day of the man / what he did on his last holiday / his likes and dislikes. This task can be adapted to different levels. If you are willing, you can use some pictures of people you know. The aim of this task is to show students that we often judge people by appearance, and we quickly make judgements after having seen a person once in our life. However, those opinions are often misconceptions, and we should be open to accept people as they are, not as we wish them to be.

Am I alone?

Definitely not. There are a lot of teachers who consider teaching English more than explaining grammar rules and assessing tests. There are more and more organisations, foundations, and websites that provide lots of training opportunities or ready-to-use lesson plans. Here are some ideas:

SIG IATEFL PL Global Issues
https://gisigpl.wordpress.com/

SIG IATEFL Global Issues
http://gisig.iatefl.org/
http://www.tesol.org/ → Interest Sections

Szkoła Tolerancji (Centrum Edukacji Obywatelskiej) – for teachers who speak Polish, it offers a set of exercises which can be adapted for English lessons, or used during lessons with the tutor. Once or twice a year, an online course is organised for a group of teachers:

http://film-english.com/
http://en-joyenglish.weebly.com

How to make it more than just teaching English?

We hope that our ideas will show you, that even though teaching more than English and touching upon serious topics sounds difficult, it can be done, and there are lots of explicit and implicit ways of doing it in the English classroom. There are some simple rules you need to remember:

– Be consistent – act as you teach, students won't believe you, if your actions don't reflect your words
– Use simple exercises, your students may not be already prepared to plunge into difficult and controversial topics, so you are responsible for the safe environment in your classroom
– Decide whether to discuss hot topics on the spot, or give students more time to think over and get familiar with them. Whatever approach you choose, you need to show your students both sides of the argument. After collecting and discussing the evidence, students should be able to reach conclusions on their own
– Teaching about tolerance is an ongoing process
– Give students time to express their emotions after reading or watching a difficult text or video (in Kolb's cycle this is the reflection stage); they need to have some time to gather their thoughts.

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Engaging primary learners in English through CLIL lessons

BEATA BURY

INTRODUCTION

We live in the age of multi-cultural and multilingual societies. It cannot be denied that the world is changing and adjusting to new innovative ideas and devices, and the field of education is not immune. Ground-breaking methods and approaches to teaching and learning have indeed taken the educational world by storm.

One of the pedagogical innovations is CLIL (Content Language and Integrated Learning) which has spread in most European schools, and is perceived as being a promising tool in the promotion of multilingualism in Europe.

Not only do learners improve their language skills and subject knowledge, but they also develop their intercultural knowledge, along with their communication skills. CLIL promotes the development of various learning strategies, the use of innovative teaching methods and techniques, as well as increases in learner motivation.

However, teachers are sometimes at a loss as how to create a proper CLIL learning environment in the primary school. The purpose of this article is to present some brief activities, which teachers can perform in English with their pupils. It also provides some practical ideas that can be used to introduce new topics and encourage pupils to use English in their lessons.

GAMES AND ACTIVITIES IN CLIL LESSONS

One of the most effective and attractive ways of activating and practising vocabulary, which can be further used in CLIL lessons, is through games and songs. **Definition Bingo** is a game which motivates pupils, activates their prior knowledge, and reinforces content, as well as language.
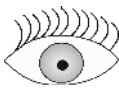
Definition Bingo

- T writes all keywords on the board (e.g. moon, star, planet, earth, etc.)
- T asks pupils to draw a six-squared grid
- Pupils choose six keywords and write each one in a square
- T reads definitions. If a pupil has a matching word, then he crosses it out
- When a pupil crosses out all the squares, he shouts BINGO!
- T reads the remaining definitions and pupils respond with the matching words

Preparing CLIL activities does not have to be a daunting and time-consuming task. CLIL sets up opportunities to revise the content in different subject areas. Below, there are some practical CLIL ideas for sample subjects:

1. Science Lesson: Senses

In the CLIL class, pupils can learn new information and display an understanding of the subject being taught. They can achieve it by doing some manipulative activities, for instance, completing tables. Below, there is an example of a table which can be used to teach senses to primary pupils.

Another interesting activity which can make the learning experience more memorable is the use of real objects. For instance, the teacher brings various types of food (e.g. a piece of chocolate, lemon, mustard, etc.) to introduce names of tastes (sour, sweet, bitter, spicy). The teacher blindfolds a volunteer pupil and asks him/her to sample the food and then say what it tastes like. This activity will appeal to a wider range of learner styles than a mere flashcard picture.

2. Geography Lesson: Island

While introducing a new topic, the teacher should encourage pupils to share their prior knowledge. With older primary pupils, the teacher can write at the top of the board: *What does _____ make you think of?* Pupils use coloured pens to write words all over the board, which illustrates what they think when they hear the word, e.g. *island*.

The teacher ought to incorporate some higher order thinking skill activities in the CLIL lesson. One of the activities is called **The Island Survival**, which gives pupils opportunity to imagine, describe, and explain their choices.

The Island Survival activity:

The teacher puts pupils into groups, and gives them an envelope with some pictures (e.g. palm tree, coconut, wood, rocks, etc.). The teacher tells the pupils that they are on a desert island, where they have found some random items. Each group has to decide how they can use the items to survive on the island.

CONCLUSIONS

The above CLIL activities develop pupils' cognitive skills, and support the learning of both content and language. It is worth noting that learning is improved though increased motivation. Undoubtedly, CLIL has a positive influence on pupils' processes of learning English as a foreign language. Primary school teachers may promote the learning of English, by using it in all subject areas, even in short activities.

BREXIT – THE UGLIEST WORD IN 2016!
A SPECIAL "TESTING TIMES" FEATURE

BREXIT Xmas 2016 Edition

BREXIT!! – A firm favourite for the title of the 'Ugliest Word of the Year'! Ugly not only because of the sound of the word, but also because of the many ramifications. TESTING TIMES presents in this special BREXIT Christmas Edition news, views, clues and adieus connected with the Past, Present and Future of the UK and Europe following the result of the 2016 CEFR (= Conservatives European Frame-Up Referendum).

BREXIT for BREAKFAST

Did you know that many people confuse BREXIT with the word 'BREAKFAST', as did a Government Minister during a speech at this year's Conservative Party Conference as well as a backbencher M.P. during the parliamentary debate in the House of Commons in November.

Perhaps this is where the concept of a Hard BREXIT and a Soft BREXIT comes from! Hard-Boiled Eggs and Soft-Boiled Eggs for breakfast/BREXIT? And perhaps many people voted with visions of a 'full English breakfast/ BREXIT' with rashers of ham (to go with the rash decision by approx. 52% of the voters) and fried eggs (perhaps not sunny side up) and (as Cameron made a hash of the whole thing) a portion of hash brownies? And of course with real British sausages, not saucissons or Würstchen, i.e. going out with a banger and not being wursted!!

Another option would be a 'Brown BREXIT' or "Sweet BREXIT' made of dairy milk chocolate - rather like the Kinder eggs made in Germany – with a big surprise inside!

The BREXIT Collocation Competition

In the ensuing months since the Referendum, many collocations of the word BREXIT have been suggested. Not only 'Hard BREXIT' and 'Soft BREXIT', but also 'Black BREXIT' and 'White BREXIT'. Even 'Grey BREXIT' has been proposed, perhaps to reflect the fact that the result of the Referendum was to a large degree due to the grey-haired Be-Leavers who "wanted their country back".

The latest colour collocation is a "Red, White and Blue" BREXIT – most probably a reference to the colours of the British flag, the Union Jack, although the spin doctors seem to have been completely oblivious of the fact that many other countries across the globe have flags with the same three colours, including the Netherlands (!), France (!!),the United States (!!!), and even Russia (!!!!).

TESTING TIMES invites readers to contribute their own suggestions for the BREXIT Collocation Competition to be printed in the next edition of this jocular journal. The first entries include:

'HAPPY HOUR BREXIT' = BREXIT only applies three hours a day – with cheap drinks.
'TESCO BREXIT' = Every little helps! It will need to, especially for Marmite fans!
'BOXING DAY BREXIT' = Every day of negotiation could be a boxing match.
'APRIL FOOLS BREXIT' = That might have been a better date for such a referendum
'GUY FAWKES' BREXIT' = The best way to deal with the politicians responsible.

One of the best comments on "BREXIT" came from a stand-up comedian at this year's Edinburgh Fringe Festival: "BREXIT sounds like a breakfast cereal for people suffering from constipation!".

What's in a Name?

Now that the BREXIT European Placement Test (which was a dismal failure) has proved to be in reality a DIS-Placement test, displacing not only hundreds and thousands of EU citizens and probably hundreds and thousands of British citizens from the other member states of the EU, but also Prime Minister Cameron.

Although many might not see this as a great loss – in fact it could even be seen as the only positive outcome of the Referendum, the question on which the jury is still out is whether his successor is a suitable person for the job.

On the principle of 'nomen is omen', the main issue is: How can a country like the United Kingdom appoint a Prime Minister whose name is a MODAL VERB! What is more, a MODAL VERB expressing UNCERTAINTY???. Would the French in 2017 elect a leader called Marine Le Peut-être? Will the Germans re-elect Angela Möglich?

It remains to be seen whether by 2020 both the voters and the country, should the UK then still exist in its present form, will be dismayed at the aftermath of the referendum results, and whether the British government will be 'dis-MAY-ed', the worst-case scenario being 'Mayday', 'Mayday', 'Mayday', especially as the confusion and chaos at present emanating from the British government can only be described as MAY-hem, or as somebody described it, a huge blob of MAYonnaise.

BREXIT = EX-BRIT

An interesting side effect of the BREXIT vote is the surge in the number of British citizens applying for dual nationality in other members of the EU. Hundreds of thousands of British passport-holders, who in the spirit of European integration have been resident and in employment in countries throughout the EU, and who furthermore were undemocratically excluded from participation in the Referendum, are now seeking a second passport to ensure ease of mobility, not to mention the duty-frees.

The Goals (and Own Goals) of BREXIT

BREXIT is not a new experience for English people – in fact, there has been a similar flop every two years for nearly a century. Whether it is the European Football Championships or the World Championships, British delegations have – with one exception – been excluded from success in the football single market, usually in the last few minutes of the game, as a result of penalty shoot-outs. The last occasion was in France just after the BREXIT vote, when Iceland consigned England to a second BREXIT – a Football-BREXIT! Two BREXITS in two weeks!

A number of overenthusiastic British football fans believe this is due to FIFA's discriminatory policy of using the metric system throughout football, as a result of which British-born players misjudge the size of the goal especially when taking penalty kicks. The reverse effect was actually seen in Wembley in 1966, when a German player hit the bar (built to the British Imperial system of measurements) in extra time and failed to score.

NOMEN is OMEN

Given that both the initiation and the outcome of the Referendum was both the result of the Anti-European feeling in the Tory Party and the political in-fighting for the leadership of that party, it is worthwhile looking at the Tories and analysing the structure of their elected M.P.s. Research has revealed the party is full of:

CREMA-TORIES (those who are prepared to burn any bridges to achieve their aim)
GYRA-TORIES (those who simply keep going round in circles, i.e. round the MAY-pole)
INNOVA-TORIES (those with new ideas – an extremely tiny minority)
LAVA-TORIES (the unmentionables)
MANDA-TORIES and REGULA-TORIES (those who prefer the pro-wealthy leanings of the British judicial system to the worker-friendly judgments of the European Court of Justice/Human Rights)
MANIPULA-TORIES (the contriving schemers behind the scenes)
NON-CONTRIBU-TORIES (those without positive ideas – i.e. the great majority)

OBFUSCA-TORIES (those who persistently confuse the issues by talking rubbish)
PURGA-TORIES (those who make life hell for most of the British population)
SUPPOSI-TORIES (those whose idiotic ideas should be inserted in the appropriate aperture)

And, of course, there is Boris Johnson, the absolute DECLAMA-TORY with the most ambiguous initials, who is on the constant search for models for new trade agreements, such as the Norwegian model, the Swiss model, the Canadian model, but who according to unconfirmed sources may have misunderstood the word 'model', which is possibly due to his new responsibilities for 'Foreign Affairs' and which could then possibly prove embarrassing for the British Government.

QUO VADIS BREXIT and EU?

After the BREXIT vote, it is generally expected / hoped (?) that many other EU countries will follow the BR-example given by the UK. In particular,
PRAGUE will presumably CHECK OUT
WARSAW will aim for a new POLE POSITION
BRATISLAVA and LJUBLJANA will begin a EUROPEAN GO SLO
VIENNA will initiate OUTSTRIA
ROME will follow with ITALEAVE
BRUSSELS will remove MANNEKEN PIS = P-OFF
LISBON will DE- or EX-PORT-UGAL
COPENHAGEN will DIS-DANE the EU
HELSINKI will definitely start the FINN-ISH
PARIS could TAKE FRENCH LEAVE signed with LE PEN.
DUBLIN might try to CORRECT THEIR EIRE in joining the EU
LUXEMBURG will AVOID AND EVADE in their usual taxing way
There might be a CYP-RIOT in NICOSIA
BERLIN will go one step further than BR-EXIT with a BRD-EXIT
AMSTERDAM might GET WILDER and really GO DUTCH
And then only BUCHAREST will REMAIN-HERE.

SO IF EUROPE WAS ALWAYS EUR(H)OPE, WHAT CAN YOU DO IF BREXIT WREXIT? CLICK HERE TO FIND OUT.

ENJOY!

Wishing you a very merry festive season and all the best for 2017! Hope our paths will cross occasionally and look forward to seeing you again.

Geoff

Our International Liaison Officer, Marta Bujakowska, has had a busy year, travelling to many conferences, and improving IATEFL Poland's relations with the hosting organisations, as well as giving presentations. Here are three of her reports from 2016, which are written in both a personal and endearing way, and include some lovely photographs. Well worth reading.

META Moldova Conference in Chisinau 2nd–3rd April, 2016

MARTA BUJAKOWSKA

ADVANCING EXCELLENCE in ENGLISH LANGUAGE TEACHING

IATEFL Poland received an invitation from Moldova, a couple of years ago, as some of the Moldavian English teachers were going to start up their own organisation. I was thrilled, because I support such initiatives with all my heart. Having worked many years for IATEFL Poland, I came to greatly appreciate teachers as a community, who want to do volunteer work for their colleagues.

However, there was a sudden, short break in communication between our associations. It turned out that META'S mailbox and their website were hacked! Fortunately, as there was a will on both sides, we found a way to get in touch again. We decided to sign a partnership agreement with the new teachers' association, hoping that we would be able to co-operate closely, exchanging our experience as teachers, teacher trainers, or as association managers.

As a result, Polish teacher-trainers were invited to run professional development seminars for Moldavian teachers. I decided to try. Having been a lifelong learner, I was ready for a new challenge. I had never run an on-line seminar! I would not have learned how to do this so quickly without Larisa Guzun's and Irina Pomazanovschi's help. They were both very patient teachers, and it bore fruit. Subsequently, we managed to do two seminars last year.

Then, I received an invitation to their conference taking place in Chisinau in April:

META: love teaching English
International Annual English Language Teaching Conference
"Advancing Excellence in English language Teaching"
April 2nd & 3rd, 2016

Dear Marta Bujakowska,

Moldova English Teachers Association – the Association that is representing the community of English Teachers from all over Moldova would be honoured to have you among our special guests at the Annual International Conference, META organizes, on April the 2nd and 3rd, 2016.

The Conference aims at uniting professionals in EFL teaching from Moldova and from abroad, in discussion of practices, research and knowledge from their work toward harmonizing language, heritage and cultures.

We would also be extremely honored to have you among our guest speakers, at the Opening Ceremony that will start at 10:00 a.m. on the 2nd, of April, 2016, where you would join the participants and organizers of the Conference.

As you are the representative IATEFL Poland, META Affiliate Association, we would be extremely glad to have you among our special guests.

This invitation would imply covering the accommodation expenses and, partly, the travel expenses.

Please, RSVP by e-mail metamoldovab@gmail.com

or phone (+373-022-50-88-16)

Sincerely,
META Administrative Board Members

I did not think twice and sent a speaker's proposal immediately. After it had been accepted, I applied to the IATEFL Executive to allow me to represent our organisation. On receiving their consent, I organised my flight. When I looked at the hotel prices, and compared them to the average salary of a teacher in Moldova, I was truly shocked. I thought META could perhaps organise a 'Host a Teacher' scheme, which worked so well in Hungary and some other countries. At first, Irina and Larisa were a little reluctant, but being young and full of energy, they tried to organise it. It worked in Moldova so well. I was hosted by Tatiana Cernov, a former teacher, who now sells English books. Her apartment was large and warm. Tatiana was not only a host, but a friend, too. She took good care of us, my husband and I, and having accompanied me to Moldova, he was able to go sightseeing, whilst I was at the conference.

The Conference took place at a Pharmaceutical University in Chisinau. It was not a very large gathering with only about 170 participants; but this marked a great success, taking into consideration the fact that META is a fairly new organisation. There were two key-note presentations delivered by Lou McLaughlin, 'Excellence Means Increasing Awareness of Beliefs and Practice',

Conference venue

and April Salerno, 'The Key to Language Learning'. There were also 18 workshops on a variety of topics from young learners through to teenagers, exam preparation to ESP, five demo lessons, four research-oriented

Opening address by President Irina Pomazavovschi

IATEFL was represented by Lou MacLoughlin, Associates Representative

We were entertained by a very talented folk ensemble who sang and danced for us

I was not singing but rather thanking META Moldova for a fruitful conference and my host, Tatiana, for hosting my husband and me

With Moldovian teachers whom I 'had met' online before the conference

Milestii Mici wine cellars

Underground wine town

*We were introduced to white and red wine
after entering the gate*

*The wall crates where you can have your wine stored
in perfect conditions*

The Conference was opened by META's President, Irina Pomazavovschi, and some special guests, including the US Ambassador and the Moldavian Deputy Minister of Education.

On behalf of IATEFL Poland, I had the privilege to invite our Moldavian Colleagues to participate in the 25th IATEFL Poland Conference in Szczecin in September. The invitation was received with great interest. We hope to host, not only one official representative, but also some of the META members.

If I were to describe the Second META Conference in one word, I would choose: INVIGORATING.
Our host, Tatiana, had recommended us to visit the cellars of the wine-making plant, she even helped us to hire a driver. What an amazing place it was. About 60 km of underground streets where we were taken on a guided tour. I have never seen such an amazing place. I think it should be included in the conference programme next year, as an optional sightseeing tour.

Cheers!

presentations, and two panel discussions. Sometimes though, I thought, when I went to a demo lesson or workshop, that they looked more like presentations. It is probably a matter of terminology being used in a slightly different way.

The third annual BELTA Day conference in Brussels, April 25th, 2016 21st Century Trends in ELT CONNECTED CLASSROOMS

MARTA BUJAKOWSKA

Belgium: Brussels, the capital of the European Union in spring again. This time, it was a visit full of reflection on human beings and their innumerable traits. Aggression was predominant in my thoughts, and then people's fear, despair and bereavement. I arrived there a month after a terrorist attack, a suicide bombing at Brussels Airport in Zaventem and Maalbeek metro station in the city centre. Brussels was full of security guards of different kinds and police patrolling the streets. Here I was again representing IATEFL Poland at the fourth annual BELTA Day in Brussels.

The DAY started for me on Friday night when all the speakers and the BELTA Board spent an evening in a restaurant eating dinner and meeting each other. There were some new people for me there but generally I felt very much at home with many familiar faces I met last year.

There was a change in the Board, the current president is John Arnold. We all missed James Taylor , who was not able to attend the conference this year.

literacies play an important part in our lives, both private and professional.

As I have a summer job with teenagers from all over Europe I chose the presentation "Innovative Use of Home Languages in the Multilingual Classroom", run by Joris Van Den Bosch. Joris skillfully showed us several ways how to make use of the students' mother tongues in multilingual classrooms. Let me mention just a couple of them. One of his ideas, which I am certainly going to use, was the Academic Word or the Collocation of the Week translated into many languages, where a teacher comes up with a word or phrase and students translate it into their respective languages. It makes students feel that their language and culture is being appreciated by others. Joris also showed how to make a Multilingual Story of Events, where again not only the original culture of the students is taken into consideration, but also appreciated.

Gavin Dudeney with Ioanna Ntaidou

The plenary session was delivered by Gavin Dudeney, titled: New Literacies, Teachers & Learners, where he first tried defining Digital Literacy with a special focus on four aspects: language, information, connections and remix. Then Gavin talked about how it has been impacted on by the coming networks and web 2.0 and also how digital

Then I decided to attend Frederick Cornillie's presentation "From Drill-and-Kill to the Use of Murder for Designing Effective Grammar Practice". After reflecting on drills in general, Frederick described how effective modern game-based drills can be. He recommended several digital tools like MindSnacks, Verb Mayhem or Duolingo for students to use both in and outside of the classroom. He also talked about Boom Digital Play by K Mawer and G Stanley, which offers the teacher a set of ideas and activities they can use with their students. As the title suggests, this book looks at the use of computer games as a teaching/learning tool.

As usual in Brussels, lunch time was spent together in a dining room with sandwiches and hot drinks. We all had one hour to chat, talk, network and exchange ideas with old and new colleagues. A selection of delicious Belgian pastries for everyone added a special flavour to this hour.

Then there was time for my session, which in a nutshell was about how to find a remedy when a teacher suddenly discovers gaps that students have. It went well with about 15 participants. As my workshop lasted forty-five minutes and my friend Ioanna Ntaidou was running a double session, I managed – with her permission of course – to join in her workshop. This time her session was called Carousel and Marketplace Speaking Activities. Ioanna presented a variety of speaking activities, some of them supported by her favourite post-it-notes. Ioanna usually is so considerate that she shares the activities that teachers can use on Monday after a busy conference weekend ☺

Entertaining moment at Ioanna Ntaidou's workshop, involved with the speaker

After my hard work and very active (see above) participation in Ioanna'a workshop, there was time for tea/coffe break and more networking, deeper conversations or just a break.

The final session I attended was run by Joris De Roy, who had represented BELTA Belgium at the 24th IATEFL Poland Conference in Kraków. In his presentation, Joris talked about the difficulties in teaching two Englishes at the same time: one English for everyday use like ordering food or drinks, asking for directions or talking about plans, and the other English used for giving presentations, writing essays or reading academic texts, and what such teaching requirements are.

As in the previous year, the BELTA Board, all the speakers and guests went to have dinner together – this time in a restaurant that served typically Belgian food. I decided to try stoemp. If you think mashed potatoes are good, just wait till you try it. They're the creamiest potatoes you've ever had, which are made even better with the addition of carrots or leeks. Everybody tasted real Belgian chips and beef, and for dessert we had the famous Belgian chocolate or coffee.

With BELTA Board and friends after dinner

This time, the conference was like going home for me, everything was **familiar**.

All in all, the Conference was again perfectly organised and conducted with ease, which I am sure involved a lot of work behind the scenes. There were about 120 participants coming from different backgrounds both professionally and nationality-wise. John Arnold again brought his students to the Conference, where they served as monitors and took an active part in the sessions, especially in the feedback. After the Day finished we stayed in small groups and summarised the Conference swapping what we had learned from presenters and each other.

Thank you BELTA for allowing me to be a part of your group again and making me feel so at home!

The 11th International and 15th National ATECR Conference
9th-10th September, 2016, at the University of Economics, Prague

IDEAS FROM THE HEART OF EUROPE

MARTA BUJAKOWSKA

IATEFL Poland and two Czech teachers' associations have been liaising for quite a while. Recently, the two Czech organisations decided to merge, which simplified some of the procedures, and allowed IATEFL Poland officially, and on paper, to sign an agreement with the new organisation, AteCR. I think we have started a new chapter in co-operation with our neighbours, and I decided to join their Conference in Prague, once again representing IATEFL Poland there.

ATECR Board: Libuše Kohutová, Iva Havlíková and Ilona Havlíčková (front row) listening to an opening plenary delivered by Šárka Dohnalova.

Taking an active part in a plenary talk

About 300 participants attended the AteCR two-day event, a really high number, if we consider the size and population of the Czech Republic. There were all kinds of sessions there, and three plenaries were delivered by:

1. Šárka Dohnalova- 'Language as the tool of the tools, including everyone in the classroom' – a fabulous, full-of-energy presentation based on both the presenter's sound knowledge and her personal experience.
2. Ben Dobbs – 'International Communication: What Learners Really Need English For'.
3. Laurel Ross Calleja – 'Sharing the ELT limelight: Are native and non-native speakers finally ready to co-own (and co-teach) English?'

AteCR Plenary speakers

Allow me to mention a few of many talks and workshops. I followed my mission and tried to attend our partner representative's sessions, one of which was given by Meta Moldova. **Larisa Guzun** faced a serious problem with failing technology and minor organisational bumps and/or misunderstandings, and really skillfully managed to run a session on 'Advantages and Disadvantages of Modern Technologies during the EFL Class' without any technologies, which she replaced by coloured pieces of paper and a couple of markers. She proved that obstacles are just there to be overcome by an experienced and knowledgeable teacher. Thank you, Larisa ☺

Larisa Guzun at her session

After half a day spent in a beautiful old technical high school, where the heating came on slowly, I decided to attend a session by Mark Andrews, whom I often fail to see when he comes to our conferences in Poland (*Me, too, and not by choice! Ed.*). I think his presentation: 'Contemporary, Critical, and Comparative Approaches in Britain in ELT' is a must for all General English teachers. It was an update on cultural changes, and in my opinion, we should not teach a kind of historic, outdated English, e.g. "it's raining cats and dogs'. The presentation was direct, light-hearted, and entertaining, as I had expected.

Mark Andrew's session

Thanks to Mark, I felt good and relaxed before the time came for my workshop. It was aimed at primary school teachers, and was titled: 'Running through an Art Gallery'. The participants did run quite a lot, as if they were small children. Perhaps it is not very modest on my part, but my heart warmed up so much when, after the

conference, I got a message from one of the participants, which I decided to share with you:

Dear Mrs Bujakowska,
your workshop was the best one in the Prague conference. All the best. xxx

I wanted to know more, so I replied, as follows:

Dear xxx,

Thank you for such good feedback 😋 Can you please tell me what you thought was most useful for you?
Kind regards,
Marta

And I received the reply:

Hi Marta,
The most useful was the idea that with a few good pictures, one simple song, and a lot of different ideas on games, you can have a perfect CLIL lesson . Yours was not a CLIL lesson, but I can imagine one. And, of course, the energy you bring with you, after so many years of teaching, is always an inspiration to see. This school year seems to be a very difficult one so far, at least for me, and I need all the support I can get from outside the classroom.
Have a good rest of the week. Hope to see you soon somewhere.
xxx

It really encouraged me and gave me a boost for further work.

Teachers working in my workshop

Dinner

The Choir

And the audience

Dinner time came, and we all met in an Assembly Hall, to eat, drink, and network. The Choir Orlej entertained us with beautiful music. Many of my Czech colleagues joined in as they knew some of the songs.

The next day, I attended **Anton Prochazka's** 'Fit and fun through CLIL – Educating our students for a healthy future', which was a real CLIL session, unlike many which are not. We read, sang, drew diagrams, and tested food for sugars, all in order to learn to be health-conscious.

My long-awaited pleasure was attending **Silvie Dolakova's** workshop: 'Pronunciation with (not only) young learners.' What a great source of ideas on how to teach pronunciation in a really fun way, very entertaining, I should say. Unfortunately, I missed Silvie's other workshop on CLIL. As usual, there were many sessions happening at the same time and, as always, the choice was difficult.

The presentation run by **Barbara Horváth**, a representative from Hungary, 'Ebony and Ivory – fostering tolerance in the English language classroom' was based on research conducted in co-operation with Latin American teachers. In Barbara's workshop, we learned some very practical games and activities that can be used in the English language classroom, in order to help our students understand that different does not mean worse, and generally make them aware of, and sensitive towards, 'otherness'.

The Closing Ceremony and Raffle took place in the Assembly Hall, and was conducted in a very friendly atmosphere.

Even though there were some little bumps on the way, the organisers did everything to make us all feel at home, which is usually rather easy for Polish people. We just tend to like our neighbours on the other side of the Tatra Mountains!

Reaching the Peaks

26th IATEFL Poland Conference

15—17 September 2017 Bielsko-Biała

The Call for Papers is now open.
Deadline: 1st May 2017

iatefl PL

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www.iatefl.org.pl

Akademia
Techniczno-Humanistyczna
w Bielsku-Białej

CALL FOR PAPERS
for the
26th IATEFL Poland Annual Conference to be held on
15th–17th September 2017 in BIELSKO-BIAŁA
Department of Humanities of the University of Bielsko-Biała Poland

"Reaching the Peaks"

The IATEFL Poland Annual Conference is one of the largest international events for teachers of English as a Foreign Language attracting around 1000 English language experts and practitioners from more than fifty countries each year.

The theme of the highly successful 25th anniversary conference in Szczecin in September 2016 was *"Across the Borders – Over the Boundaries"*, inviting all people involved in TEFL to think internationally and innovatively. Following on in the same vein, the motto for the 2017 Conference will be **"Reaching the Peaks"**, where the emphasis will be on

- ➢ quality
- ➢ performance and achievement in all aspects of learning
- ➢ teaching and assessment, including the latest course materials
- ➢ innovative teaching methodology
- ➢ fresh perspectives on teaching content
- ➢ new approaches to teacher-training

More specifically, contributions can also include topics such as the role of the L2 culture in teaching, promoting language awareness, the personalisation and individualisation of the learning process and content, the incorporation of fun and creativity, the application of new technologies and the use of English as a lingua franca.

Against this background, IATEFL Poland and the Department of Humanities of the University of Bielsko-Biala would like to invite all stakeholders in the field of ELT to contribute to the 2017 conference programme in the form of presentations, talks, discussion groups, live lessons, etc. In order to cover all areas and all levels, we are not only interested in contributions from specialists and experts. We would particularly welcome proposals from first-time speakers.

IMPORTANT DATES:
Abstract Submission Deadline (both talks and workshops): **1st May 2017**
Notification of Acceptance: 1st June 2017
On-line registration deadline for authors: **1st July 2017**
Early registration for conference participants: **1st July 2017**
Late registration for conference participants: **1st August 2017**
Conference Dates: 15th–17th September 2017

There will be five presentation formats are possible:
- **Plenary** (60 min.): plenary presenters are kindly asked to restrict their presentations to 55 minutes followed by 5 minutes for discussion led by the chair of the session.
- **Talk** (60 or 40 min.): speakers offering talks are kindly asked to restrict their presentations to 55 or 35 minutes followed by 5 minutes for discussion led by the chair of the session.
- **Workshop** (60 or 40 min.): workshop sessions must include active audience participation through experiencing and discussing tasks provided by the workshop facilitator.
- **Live lesson** (60 or 40 min.): workshop with real learners (various age groups). Lessons are observed by the participants of the conference. The organisers can provide groups of learners.
- **Poster**: posters are invited on any of the themes listed above. Posters may be any size up to a maximum of A1 (594mm x 840mm) or equivalent made up of separate sheets.

WORKING LANGUAGES: The official languages of the Conference are **English** and **Polish**

www.iatefl.org.pl   email: conference@iatefl.org.pl