

The 26th P.A.R.K. Conference - 4 April 2020

The teacher as a “professional question maker”? — Rachel Appleby

As teachers, we ask 200-300 questions a day, but are we really aware of what each question does, of how we're asking them, and what happens afterwards?

Questions are key in motivation – from engaging our students in the lesson's topic to enabling them to personalise and “own” new language. We also use questions to organise students and activities, clarify language, and check understanding. Successful lessons will additionally provide the appropriate level of challenge, involve each student and elicit valuable contributions, and promote autonomy.

What if we could do all this even more effectively in every lesson simply by sharpening our questioning technique?

This session will look at the kinds of questions we ask, and raise awareness of the power questions can have in making learning more effective and involving.

Pronunciation Teaching Post-ELF — Mark Hancock

Most learners today need English to communicate in a lingua franca (ELF) environment. The recognition of this fact has important implications for pronunciation teaching. What should learners aim for if not a 'native speaker' model? What can be considered 'correct' or 'incorrect'? In this talk, we will look at what is to become of pronunciation teaching these post-ELF times.

Revising Vocabulary with Young Learners/Teenagers, volume II — Tereza Janíčková

Following last year's workshop, also in this session I'm going to present a range of simple and hands-on activities and ideas you can use when revising a set of vocabulary in your English classrooms. If you feel, you've been using the same activities over and over again, this is the workshop you are looking for! All activities can be adapted to any level and age of your students. Come and have some fun!

I just can't remember! — Michaela Sobotková

Do you often hear the sentence: 'I just can't remember anything!' from your students? Then this is the right workshop for you. Come and learn a few simple techniques which will help your students remember new vocabulary and language structures.

Swimming with Advanced Students — Iain Saunders

If language is water and students are fish - just how different is life for Advanced Students? How can we avoid trying to shove sharks into goldfish bowls? This workshop discusses language learning for Advanced students, their needs, frustrations and challenges, and how to help them get the most of their language learning journey in the vast sea of high-level English. (*No actual swimming required)

You can find more detailed information on this [website](#)

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Student Activism in the classroom — Ru Rahman

This session will demonstrate how to exploit Greta Thunberg's reputation as a teen climate change activist and speaker into useful teen classroom activities that introduce useful new vocabulary, test students' listening skills, encourage personal reflection, speaking, discussion and public speaking as well as creative, extended projects to promote activism and advocate real change towards a greener future.

Let's not complain about textbooks — Pavla Štanclová

Too difficult. Too boring. Too long... Let's not complain about our teaching materials, but adjust them to our (and our students') needs! In my talk, I'll be sharing some of my favourite tricks to spice up teaching materials so that they are more attractive and more efficient. I will illustrate this with materials for students at levels A1 – B1.

Mission Impossible — Claudia Molnár

Motivated teens is not a common collocation by any means but what if we could make it so? This hands-on workshop will allow you to practice some fun and interactive activities to engage your students, through the use of film trailers, and get them using their own language as building blocks for development. These activities can be adapted to suit learners from all sectors, from teens to adults between B1 and C1 levels.

How to Not Be Boring: Some Creative Approaches to Academic Writing — Joe Lennon

Academic writing is an exciting and challenging subject - or at least, it can be. But it's too often taught to language learners as if it were just another application of grammar and vocabulary knowledge. In this workshop, I'll share some activities and materials I use in my writing classes at Masaryk University which are designed to get students to see writing in a new light - as a way of asking the big questions and reaching boldly for answers.

Flipping it right - communicative activities with a modern twist — Piotr Steinbrich

The communicative approach has been with us since the invention of the wheel. Consequently, it is still evolving with a view to addressing communicative needs of the learners. In this workshop we will discuss numerous activities that make use of the flipped classroom model and 21st century media and which require little preparation at the same time providing ample language practice and enjoyment for the learners.

The Sounds and Shapes of Words: Teaching reading effectively — Natassa Manitsa

Establishing early literacy skills in the ELT classroom is an essential objective for primary teachers. However, the traditional method of beginning with the English alphabet can initially cause more problems for young learners. It has become clear that teaching the English code requires a more principled approach that makes use of careful strategies and scaffolding techniques.

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Finding the treasure - hands on speaking with young young learners — Dorota Tolsdorf

Kids love fun and games, but is this enough? What really matters is the kids' ability to communicate, interact, ask and answer questions. You will come away with lots of hands-on tips on how to teach meaningful, relevant language chunks instead of isolated words. We'll sample many interactive activities, which are all low-prep and ready to use tasks that you can use in your classroom the very next day.

The Play's the Thing — Nick Bilbrough

Scripted plays have been used to teach second languages since the Middle Ages. In this interactive talk, I'll reflect on my experiences as both a language learner and teacher, and propose a strong rationale for the practice and performance of scripted dialogues and sketches as a core component within a modern lexical (Lewis 1993) or 'play' based (Cook 2000) syllabus.

Developing writing skills for 2020+ — Rachel Appleby

Everyday writing has changed significantly over the past few years. What do our students need to keep up effectively in English, get attention, and get a message across clearly? What are the challenges involved?

This workshop aims to get you thinking about how we write, and how to stay on top of the game with clear and concise reader-focused texts.

Let's optimise teaching multi-level classes — Vlad'ka Skopcová

In each group, there are students of different abilities and learning needs and for the teacher it is a real challenge to engage the more advanced ones as well as supporting those students who find studying English more difficult.

In the workshop, we will focus on various strategies which can be used to solve this issue and share some practical teaching tips that can help us deal with such classes.

Using Authentic Materials with Teens — Radka Malá

Authentic material in ESL lessons for teenagers? Motivating, fun, meaningful! And... tricky. In this workshop, we'll talk about how to choose and work with the right videos and vocabulary so that your students are hooked and take something away from the experience, using the new High Note and Focus 2nd edition series. Roll your sleeves up and get ready to try out some practical activities yourself!

Motivation – has the last word been said? — Błażej Ceglarski

How golden stones and a lemon may contribute to students' greater participation in a lesson? Basing on some practical examples, we will discuss how to introduce simple teaching solutions that will increase your learners' motivation. We will compare traditional ways of performing tasks that every teacher knows with easily replaceable alternatives that will boost students' involvement.

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Helping Young Learners Become Confident Communicators — Idalia Luz

Young Learners have different exposure to English outside their learning environment which can affect how fast or slow they learn when in the classroom. This results in having students who are more or less confident, especially in relation to their speaking skill. This session aims to equip teachers with a few speaking activities that are confidence-building and adaptable to different students' learning pace.

Making Materials Your Own — Susan Holden

Most teachers use some form of materials: their own, adapted, or provided by a publisher. Using practical examples and the group's experiences, this workshop will discuss how to find ways of adapting the materials provided in order to fit your and your students' specific needs, interests and objectives, taking into account your classroom reality.

Angels or Demons? ADHD and other white elephants — Claudia Molnár

ADHD, along with dyslexia and a host of other learning disabilities, is a silent and often invisible condition, resulting in a number of behavioural and motivational challenges. During this talk, we shall be identifying characteristics that we might not recognise as being symptoms of ADHD and other learning disabilities. We shall also discuss the impact these conditions have on language learning and things we, as teachers, can take into consideration when lesson planning and presenting new language and classroom instructions.

Mazes, maps, rhymes and raps: Pronunciation made practical — Mark Hancock

Pronunciation teaching can be a joy – it doesn't have to be all complicated theory and difficult symbols. With a playful and experimental approach, it can be a part of the lesson that your students look forward to most. In this session, we will try out three very different kinds of enjoyable activity and see how they each serve different purposes.

Remote theatre workshop — Nick Bilbrough

Would you like to learn about a new form of drama called 'Remote Theatre' and explore how you might apply it your own classes. The Hands Up project enables children in Palestine to regularly perform pre-scripted and self-scripted theatre pieces in English to international audiences around the world via simple videoconferencing tools. In this practical workshop we'll look at some of the features of remote theatre and then have a go at working on our own short pieces for performance.

Teaching Phrasal Verbs: How Not to Trip Up — Stephen Humphrey

Are you a little nervous when it comes to teaching phrasal verbs? Not sure if your students actually understand the meanings of some multi-word verbs? This is a demo lesson for teachers of B2+ students which will show you how to go about presenting and practicing this often challenging topic in an interesting and communicative way. The session will also include a 10 minute guide to planning the lesson and a chance to ask a few questions.

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The New Role of a Teacher in a Blended Learning Classroom — Michaela Tilton

Despite educators' best efforts to teach English as quickly and effectively as possible, many students never develop academic English fluency. In this presentation, we will discuss the newest research on the English language learner's brain, reasons why English acquisition is slow, and how effective technological adjuncts can build the English brain, quickly and effectively, moving students to proficiency faster.

The Best A Teen Learner Can Get — Ru Rahman

A series of classroom activities centered around tv adverts which introduce new vocabulary and concepts around marketing and advertising as well as the creative use of language and images to not only sell products but crucially messages that promote social justice. The activities require learners to use their critical thinking skills to analyse and discuss two distinctive and culturally significant adverts and then conceive their own advert.

Nudging Your Learners off the Plateau — Idalia Luz

Have you noticed that your learners sometimes show reluctance in carrying out certain tasks in the classroom? Is it because they're going through the 'too cool for school' phase or is it because they're afraid of taking risks. This is a 'talk/workshop' session with some practical ideas to help motivate your learners and encourage them to leave their 'comfort zone'.

Some ELT concepts we live by (in the 21st century): A critical look— Piotr Steinbrich

The 21st century skills model has been consistently paving its way to the ELT world. Neurosciences, positive psychology and the omnipresent digitalization are also knocking on the door. Will these become integrative components of regular teaching practices or will they pass as fads? In this plenary I will look more critically at each of those concepts and try to address the issue of their (potential) role in foreign language pedagogy.

You can find more detailed information on this [website](#)