



Pearson EduTour

Win-Win Theory (happy teacher, happy students)

CONFERENCE PROGRAMME

ORGANIZER:



PARTNERS:



Our partners in learning



The conference is for primary and secondary teachers of English.

The admission fee is €8 only and include:

- Conference package with a book
- Refreshment
- Certificate of Attendance
- Chance to win a raffle

Advance payment is necessary because of limited capacity. More information at www.venturesbooks.sk.

WHEN and WHERE?



April 19th 2018 Bratislava

Hotel Crowne Plaza, Hodžovo námestie 568/2, 816 25 Bratislava

TIMETABLE

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|---------------|--------------------------------------|---|-----------|--|
| 8.40 - 9.40 | REGISTRATION, WELCOME REFRESHMENT | | | |
| 9.40 - 10.00 | WELCOME and INTRODUCTION OF PARTNERS | | | |
| 10.00 - 11.00 | OPENING PLENARY | Interactivity: Teaching and Learning <i>(Ken Beatty, Pearson, For All)</i> | | |
| 11.00 - 11:15 | BREAK | | | |
| 11.15 - 12.00 | SEMINAR 1 | Teacher - friendly Technologies <i>(Danka Sekerková, Pearson, LS)</i> | SEMINAR 2 | Motivating the Teenage Brain: Making Language Matter <i>(Ken Beatty, Pearson, Teens)</i> |
| 12.00 - 13.00 | LUNCH | | | |
| 13.00 - 14.00 | SEMINAR 3 | Developing reading skills (not just) in students with special educational needs <i>(Eva Lange, professional teacher trainer, For All)</i> | | |
| 14.00 – 14.15 | BREAK | | | |
| 14.15 - 15:00 | SEMINAR 4 | Formative Assessment - Make your student´s more independent <i>(Danka Sekerková, Pearson, For All)</i> | | |
| 15.00 - 15.05 | RAFFLE | | | |

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PRESENTATION ABSTRACTS

Interactivity: Teaching and Learning – OPENING PLENARY

(Ken Beatty, Pearson, For All)

Traditionally, all learning materials have included a degree of interactivity; in most textbooks, students read and fill in answers to questions—although usually only one answer is possible. Today's materials take interactivity to new levels, engaging students' creative thinking and critical thinking skills and providing more realistic options for students to provide multiple and personalized answers to questions. This presentation explores how teachers can use the interactive features of past and present technologies to enhance teenagers' learning processes. It explores how these processes mirror how teenagers already interact with the world and examines the role interaction plays in memory and learning.

Motivating the Teenage Brain: Making Language Matter

(Ken Beatty, Pearson, Teens)

The definition of the teenage brain is a changing one, with recent neural research indicating that brain development roughly continues from ages 11 to 20 for girls and 12 to 25 for boys. Teenagers face particular challenges in learning new languages. Beyond their constant exploration of the boundaries between the dependence of childhood and the independence of adulthood, teenagers can be self-conscious and, for a range of reasons, likely to either act out or silently resist opportunities to learn in the classroom. This presentation reviews the latest research findings of how the teenage brain learns and the application of such findings to engage learners through meaningful language-learning tasks, intrinsic and extrinsic motivation, and reflective assessment.

Teacher - friendly technologies

(Danka Sekerková, Pearson, Lower Secondary)

„Why do I have to be an IT specialist to teach English? “ That's what I often asked myself and no doubt many of you have thought the same. The answer is simple – because those popular photocopied handouts, vocabulary cards and blackboard diagrams are slowly being taken over by digital materials, which we cannot resist even if our subject is a foreign language. That's why I'd like to introduce you to simple and teacher-friendly digital tools for lower secondary students and guide you through their „complex labyrinth“ that many of us might have tried to avoid initially. Let's explore all their benefits and functions that are designed to simplify our professional life.

Formative Assessment - Make your student's more independent

(Danka Sekerková, Pearson, For All)

This seminar examines the formative function of assessment—assessment for learning and the self-development of learners, which complements the basic summative function of assessment. This new trend in education puts emphases on self-check and the self-assessment of learners and helps them become independent and responsible for their process of learning. Learners become owners of their learning while teachers play the role of tutors and facilitators of learning, providing students with information and tools they need to master English language.

Developing reading skills (not just) in students with special educational needs

(Eva Lange, professional teacher trainer, For All)

Undoubtedly, reading skills are one of the most important skills while teaching a foreign language. Reading can develop not just vocabulary and grammar of the language but it can also be interesting for the students if it is aimed at topics which students are interested in. Interior motivation is a key to success in foreign language learning. And this fact we should take into consideration in our classes. This workshop is for teachers of primary and secondary level who deal with dyslexic students in their classrooms. We will introduce you a wide range of activities and strategies which can be used while developing reading skills in English. These activities do not have to be used only with dyslexic students but you can use them with your whole classroom.

SPEAKERS



Ken Beatty

Dr. Ken Beatty, Anaheim University TESOL Professor, has worked in secondary schools and universities in Asia, the Middle East, and North and South America, lecturing on language teaching and computer-assisted language learning from the primary through university levels. He is author of 67 textbooks for Pearson and has given 400+ teacher-training sessions and 100+ conference presentations in 33 countries. His most recent books are Learning English for Academic Purposes for Pearson Canada.



Danka Sekerková

Danka studied at Charles University, Faculty of Education, specialisation English and French language and she already started teaching in her second year at the university and now she has 11 years of work experience in teaching English and French. She taught wide variety of courses from preschool children courses to individual and group in-company courses. She worked also as a language auditor for the language school and prepared and presented methodology workshop for fellow teachers. She has recently joined Bohemian Ventures as a methodological consultant and she is eager to share her knowledge and experience with other teachers.



Eva Lange

PaedDr. Eva Lange is a teacher of English for all age levels. She is the author of some methodology materials and she has been teaching university students and at the teachers' programmes at the Methodology center in Slovakia. Furthermore, during her 10 years of practice she has been focusing on teaching English to children with learning disabilities. She also works with using speech therapy in teaching English and her work is aimed at all new trends in teaching English. She is regular participant and presenter at the ELT conferences around Europe and her recent work has been aimed at teacher training programmes. Eva Lange is also certified IELTS teacher trainer and Special Educational Needs teacher.





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