

Saturday, 28 November 2015

Belgrade, Metropol Palace Hotel

## PROGRAM

Speakers: Natalie Hammerton and Angela Konstance

9:30 – 10:00	Registration	Registration desk <i>Nikola Tesla</i> Conference Room
10:00 – 10:15	Welcome and Introductions	<i>Nikola Tesla</i> Conference Room
	<b>PRIMARY SESSIONS</b> <i>Nikola Tesla A</i> Conference Room	<b>SECONDARY SESSIONS</b> <i>Nikola Tesla C</i> Conference Room
10:30 – 11:30	<b>Learning through play: Games in Junior classes</b> - Angela Konstance	<b>Enhancing critical thinking in language learning</b> - Natalie Hammerton
11:30 – 12:00	Coffee break	
12:00 – 13:00	<b>Where voices are heard communication takes place</b> - Angela Konstance	<b>Bringing the real world into the classroom through reading</b> - Natalie Hammerton
13:00 – 13:20	Raffle	
13:20 – 14:30	Lunch break	

## ● Primary Sessions - Summary

### Session 1: Learning through play: Games in Junior classes

What role do games play in Junior classes? Participants in this workshop will explore this question and take part in various games which are guaranteed to liven up their classes! They will also be provided with various tips for introducing games in the classroom.

### Session 2: “Where voices are heard communication takes place”. The art of developing the speaking skill

This presentation focuses on the development of speaking skills, which is often neglected in many language classrooms for a number of reasons, ranging from syllabus design to time factors and classroom management. This presentation outlines the aims of teaching the speaking skills and argues that learners should be communicating for a purpose. After discussing a number of factors that minimise communicative stress - so that learners are not too scared to speak – participants will learn and practise some techniques which maximise the effectiveness of speaking tasks and activities.

## ● Secondary Sessions – Summary

### Session 1: Enhancing critical thinking in language learning

Many students come to the language classroom thinking that all they have to do is memorize vocabulary and grammatical rules. However, learning a foreign language entails a lot more than that. It requires one to take risks, show initiative, think creatively and provide solutions. In short, it requires critical thinking skills. In the course of this session we will explore ways of promoting critical thinking in the language classroom through the use of appropriate activities and materials. We will also demonstrate how the development of critical thinking skills can help students become successful and autonomous language learners.

### Session 2: Bringing the real world into the classroom through reading

Reading is an interactive process; therefore, learners should be trained to develop appropriate skills and strategies. Participants in this workshop will be presented with effective techniques to help their students develop their reading skills and sub-skills (reading for gist, scanning, etc.) A number of factors involved when teaching teenagers and young adults (motivating topics, authentic spoken English, variety of texts and tasks) will be examined.

## ● Speakers

**Angela Konstance** is born in Sydney, Australia. She completed her Bachelor and Master’s degree in teaching English at Macquarie University, Australia. She has had extensive experience in Primary and Secondary schools in Australia and Europe. She is involved in teacher’s training and travels widely in this capacity. Her main interests lie in incorporating new approaches in the English classroom for young learners. She has been working with MM Publications since 1998.

**Natalie Hammerton** has studied English Language and her particular fields of interest are incorporating literature into the ELT curriculum and developing students’ speaking skills. She is currently involved in teacher training and travels widely in this capacity. She is a familiar figure to teachers in many countries throughout Europe, Latin America and the Middle East, where she has conducted teacher training programmes. Ms Hammerton is a captivating speaker, and has the unique ability to understand teachers’ needs and link theoretical concepts in ELT with the everyday practice of teachers in their classrooms.