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ASSOCIATE OF THE INTERNATIONAL ASSOCIATION OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE ♦ IATEFL ♦

SLOVAK ASSOCIATION OF TEACHERS OF ENGLISH

SLOVENSKÁ ASOCIÁCIA
UČITEĽOV ANGLIČTINY

S A U A



S A T E

SLOVAK ASSOCIATION
OF TEACHERS OF ENGLISH

SAUA/SATE

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FROM THE PRESIDENT'S DESK

Dear colleagues and friends,

It is strange enough that this is the first time I have the opportunity to address you. It is because this is the first Newsletter we have published since our last conference. The committee is sorry and would like to apologize, but it is also because there were very few contributions. That is why my first issue in this address concerns with **our Newsletter** as a picture of what we do and what problems we have. Therefore I would like to invite you, teachers of English in Slovakia, to write longer or shorter pieces about your English lessons, your contribution to their improvement and also about the current older or recent problems you have. That would also help to improve the work of SAUA/SATE committee. I would like to highlight that our Newsletter is published for SAUA/SATE members that is why we consider it to be a forum for discussion and share of ideas, opinions and suggestions.

Our organization is another issue. We have decided to work in regions and SIGs. I have to appreciate intensive work of Drama SIG, Young Learner SIG, ESP SIG or Learner Independent SIG. Committee has been informed about their work and events they have organized. I am very sorry that I could not attend some of very interesting events. It would be very good if we all know about other activities you do in the REGIONS as well.

My last comment will be on **our forthcoming conference** in Banská Bystrica. Eva Homolová is doing very well. She and her team have been busy with preparation. I would appreciate if you take it as your conference and in papers, workshops or talks you will share your experience, opinions or ideas, or maybe even hot issues with your colleagues. The success of what we do and how well the organization works depends on its members, on their involvement in the development of English language teaching and learning in Slovakia.

In conclusion I would like to express my gratitude to what you do and wish you lot of good ideas and involvement for the second half of our school year.

Eva Tandlichová

EDITORIAL

This issue of Newsletter comes to you later than we intended, that is why some contributions refer to the events which took place quite a long time ago, but I am sure they are worth reading. Contribution from Jana Pramuková about Fulbright American Studies Summer Institute ranks among them. Despite the fact that soon 38th Annual International IATEFL Conference will take place in Liverpool, you might find interesting to read about the 37th Annual International IATEFL Conference in Brighton. We have a contribution from Japan for the first times so do not miss it. Daniela Bačová and Andrea Ambrózová contributed for those who are interested in drama, Jana Bérešová presents achievement test for primary –school leavers. Young learners SIG members can read about the past activities in contribution form Anna Haverová. Contributions from Zlata Zelenská and Silvia Běčáková should provoke you to express your ideas about the questions they raise openly – what about in the next issue of our Newsletter ? Anna Zelenková in her contribution shares her experience from a methodology seminar devoted to teaching business communication skills. Though most contributions deal with the past events we also offer some future events: fourth Creative Writing Summer School in Slovakia and of course our forthcoming conference in Banská Bystrica. We would like to remind you that SAUA/SATE has grant money to support those who are hoping to give presentations at conferences abroad. Read about the criteria.

Unfortunately there have not been any responses from you recently. Our Question Box is empty. We depend on your contributions. Do not hesitate to publicize your ideas, concerns, achievements and experience in ELT.

Justína Kurillová

SAUA/SATE ACTIVITIES IN 2003

Regions

22.3.2003 Regional meeting Trnava
apríl 2003 Drama Days and Regional Meeting Žilina

SIGs

YOUNG LEARNERS

26.3.2003 Trenčín
apríl 2003 Prešov
3.-4.10.2003 Tajov Miniconference

ESP

14.2.2003 Košice
14.3.2003 Trnava
28.3.2003 Banská Bystrica

Testing

28.2.2003 Trnava
20.6.2003 Trnava

Drama

31.3. – 1.4.2003 Drama Festival
4 x Drama workshops
October Drama Days

Learner Independence

19.2.2003 Members' meeting
21.3.2003 Miniconference

RECHARGING BATTERIES

(International IATEFL conference in Brighton)

Zuzana Straková, PhD.

KAJL FHPV PU

One of the ways how teachers can fight the burn-out phenomena is meeting other teachers, listen to their experience and expertise, breathe some fresh air from other people's classroom and for a while forget about limits and allow everything to be possible. The most excellent place for this to happen is an international IATEFL conference which takes place every year in one of the British towns. This year it was Brighton.

The conference was organised in April 23rd to 26th in the Brighton Conference Centre. This excellent venue, which is just across the road from the sea, offered a shelter to more than 1500 teachers, trainers and researchers from all over the world.

David Crystal opened the conference with the first plenary *Shakespeare and EFL*, which was both amusing and inspiring. There were three more plenary presentations – Philida Schellekens was talking about *EFL and ES(O)L: common needs; common goals?* Kathleen Bailey entitled her presentation *What language teachers' journals have taught us about language teaching* and the last but not least was a joint presentation by Ron Carter and Michael McCarthy with the title *If you ever hear a native speaker, please let us know*.

There was a wide variety of presentation topics and every SIG had special sections in which SIG members could listen to various speakers within the SIG field. It was difficult to select where to go and frequently the choice was made in the last moment. Then we felt sorry we could have not attended other three or four presentations.

The conference venue was provided with usual support by publishers and book seller and they also managed to create that special feeling of being at the conference. The proof of that could have been our heavy bags packed with catalogues, new books and dictionaries. The exhibition room was even equipped with the internet café through which we could keep in touch in the rest of non-ELT world.

The conference days were full of bright ideas, moments of reflection and decisions of what we want to change in our daily teaching routine. The importance of attending such events is indisputable. The only worry of Slovak teachers is the financial input which is considerable for the conditions in which we work. However, there are still

possibilities for us to enter the grant competition as for instance grant that the British Council in Slovakia offered to three English teachers this year. I was privileged to enjoy a company of Agnesa Kovalčíková from Košice and Anna Hurajová from Banská Bystrica. This way I would like to express our gratitude to the British Council for helping us to recharge our batteries so that we can now share our energy with other colleagues who were not so lucky as us this year but who have a chance to go next year. And we will be waiting impatiently for them to come back and tell us that it was excellent again.

CROSSING BORDERS

Drama conference 26 – 27 April, 2003 Brno

PaedDr. Andrea Ambrozová
Language Institute, Ministry of Defense Bratislava

With the support of the US Embassy Public Affairs Section, I had a chance to participate in a two-day international Drama and ELT seminar in Brno, organized by the Czech Drama special interest group, EDEN (English Drama Education Network).

The participants, prevailingly teachers from primary and secondary schools in the Czech Republic and also other colleagues from Austria and Romania, together with the session leaders from the Czech Republic, UK, Ireland and the USA made the whole event a real success.

We worked in four groups according to our students' age and level of English as well as to our previous experience with using *drama* in teaching the language. Every group could experience working with all the presenters, thus everybody had an opportunity to benefit from their individual styles. That way all of us could grasp various approaches and trends in *drama* education. Both input and output were well-balanced and at the end of each day we were refreshed by *drama* performances: Saturday evening by The Bear Educational Theatre's "The Detectives" and Sunday afternoon by short sketches we had prepared ourselves.

What I most appreciate from my experience in Brno is the chance to meet all those *drama* enthusiasts who, wherever they are from, are

always full of ready-to-share ideas and opinions that can help to make our teaching more real-life.

I hope the contacts we have made will help to cross borders, figuratively and literally, just as The Bear Educational Theatre group from Prague have promised they will come to tour and perform in Slovak primary and secondary schools this coming fall. I am really grateful for the support I have received from the US Embassy to enable me to take part in this conference. This experience has benefited not only me and my two colleagues from Slovakia, who were there with me, but also those we share our knowledge with.

FROM THE CLASSROOM ONTO THE STAGE

(International conference)

Daniela Bačová, PhD.

UKF Nitra

We often complain about being tired, misunderstood, ignored, unmotivated, lacking support or about loss of inspiration. The teaching routine affects us as well as our students. And we start to believe that Slovakia is unique with its educational problems or its lack of financing the basic financial needs of schools. We become more and more involved with our confined world; our existential space is narrowed to the milieu of our institution and that of our families. Then, suddenly an invitation comes about a conference or a workshop and our first reactions are usually those of fear, or maybe those of happy relief and acceptance. Fear provokes our uncertainty: can I go? Can I leave the school for one morning? Can I spend a Saturday away from my family? Does anybody care if I learn something new? According to my statistics, the usual answer is NO. However, the ones, who say YES are usually very satisfied, leave the events refreshed and highly motivated.

This is true about the latest event organized by the Drama SIG SAUA/SATE in Nitra 13 - 16th November 2003 . The international conference **From the Classroom onto the Stage** was really international. We had wonderful visitors not only from countries in our region but also from more exotic areas of the world. There were about 45 participants and about 50 students and pupils who took part

in the Drama day in Párovske Grammar School on Saturday 15th November. The Drama day was part of the conference organization.

The conference was a part of the three-year project “From the Classroom onto the Stage” that was agreed between the British Council Slovakia and the Philosophical Faculty, University of Constantine the Philosopher (FF UKF) in Nitra in July 2003. The project’s time scale is from April 2003 to March 2006. The conference was planned to provide a maximum of practical and useable materials for its participants. It was concentrated on the usage of drama techniques in everyday classroom teaching practice. The core workshops were led by the British drama teacher *Gavin Bruce* from London who has had a rich teaching experience with secondary school students studying drama or using drama in their subjects.

The conference was also a regional drama teachers in ELT network meeting. The presenters were the representatives of the national Drama in ELT SIGs of their national teachers’ associations: *Vanda Balasiu* from Romania; *Tim Phillips* from the British Council Macedonia who presented the work of the Macedonian teachers’ Drama group; *Joanna Zaranska* from Poland. However, the topic of the conference was interesting also for teachers from more distant parts of the world: Ms *Yung Ching Chen* from Taiwan, and *Dr. Gary Carkin* from the USA who shared with great enthusiasm their experience in drama and teaching English.

The participants were also pleased with the presentations of our Slovak teachers who use drama in their classroom teaching practice: Klára Sandorová from the Grammar School in Dunajská Streda, Jana Moravčíková from the Primary School Bolečkova in Nitra, Silvia Hvozdková from UKF Nitra, Conrad Toft from Selye Institute in Komárno and Daniela Bačová from Nitra, UKF.

The conference was attended by the two representatives from the British Council Budapest who asked the organisers of the conference to make a link to their ELTECS supported project on using drama and theatre in ELT “Aspects of Theatricality”– Gabriella Gyulas and Szabolcs Szilagy (University of Debrecen, Hungary). As a result of their visit: there are approx. 6 teachers from primary and secondary schools in Slovakia who’ll take part in the two-day workshop in Budapest 23- 25 January and whose students are also going to take

part in the international students` theatre festival in English in Debrecen in April 2004.

The Friday evening workshop was a challenge to the participants as they had to prepare lesson plans collaboratively in the small groups. The lesson plans were structured in such a way that they could be immediately used with the students in the classroom. The following Saturday program which is also referred to as a Drama Day continued in the Párovske Gymnasium in Nitra and here the participants actively worked with pupils and students (age between 9 to 18 year-old) using their drama lesson plans. The outcome of their work was shown in the form of short devised performances rehearsed by the students and pupils.

These are some of the activities that were presented at the conference:

Zip, Zap, Bang (from Gavin Bruce)

- Stand in a circle.
- One person starts by pointing, looking and saying “Zip” to someone else in the circle.
- That person then passes it on to a third person by pointing , looking and saying “ZAP”
- The third person passes it on by saying “BANG”
- ... so on with “ZIP, ZAP, BANG, etc”
- People are out if they say the wrong word, hesitate or pass it back to the person who sent it to them.

This is a wonderful energising game, used also for concentration. I use it with my students (11 – 13year -old) but also as a variation. Instead of the words “ZIP, ZAP, BANG” the students have to use the irregular verb forms, eg TEACH, TAUGHT, TAUGHT, while the procedure is kept unchanged.

Hello, Crow! How are you? (from Daniela Bačová)

1. Each student picks a piece of paper from an envelope (or a hat). On each piece of paper there is written the name of an animal.
2. The group can choose a “Joker” - one person who shouts adjectives as prompts that determine the feeling or style of the animals` expressions; or the group can do it as a whole group suggestion.
3. The first student – volunteer (S1) comes into the middle of the circle and says: *Hello, I`m a crow*. The rest of the students as Chorus replies: *Hello Crow. How are you?* The S1 replies: *I`m ...*

and waits for the prompt from the Joker or the Chorus.

4. The Joker prompts the feeling or style, e. g. *happy, threatening, lazy, suspicious...*
5. S1 has to say the answer according to the prompt with the right intonation, facial expression or gestures.

This activity is good for different intonation techniques, revision of vocabulary. You can make it more demanding if you ask the students to use more difficult prompts or a greater variety of animals. With younger pupils you can use animals, with young teenagers, you can use names of film or music stars or professions.

Our house (from Jana Moravčikova)

Using a textbook through drama activities

Project 1, Unit 5, B, Our house, p. 52

After reading the text, students have to arrange themselves into a position so as to create the sense and feeling and looks of each room of the house.

Variation: My advice – if you do not have much experience in doing drama with your group, you can start with “baby steps”. For example, firstly you can ask the students to represent e. g. a chair, a table, a window, a bed. You can directly start and show it to them (of course if you trust them or yourself!). The objects of furniture can then adopt a certain “mood”, i. e. be a happy chair, be a malicious bed, etc. Then you can divide the class into groups, and each group will choose one room in the house according to the picture in the textbook. The students arrange themselves to become parts of the furniture and decide as a group on adopting a certain mood. When the groups are ready (do not forget to set a time limit), they will show, demonstrate their “rooms”. The other groups have to guess which room from the house is presented and what mood it represents.

FULBRIGHT AMERICAN STUDIES INSTITUTE – SUMMER 2003

Jana Pramuková
Gymnázium Jána Papánka, Bratislava,
SAUA/SATE treasurer

We have passed another break of the year when a lot of busy teachers have chance to take a little bit of rest and absorb new energy for another part of the school year.

It is the time when not only teachers think about the passed year and make plans for the coming new one.

For me the memories of the last summer were really fantastic. 356 days ago I didn't think about something like participating at the Fulbright American Studies Institute. But my dreams to visit and have chance to travel through America became true. And I also never thought about the chance to study at the University. And it also became true.

As one of 30 teachers from 22 different countries all over the world I spend 6 weeks in U.S.A.

30 teachers from Bahrain, Belgium, Brazil, Cambodia, China, Dem. Rep. of Congo, El Salvador, Estonia, France, Germany, Greece, Italy, Japan, Madagascar, Malaysia, Malta, Romania, Russia, Slovakia, Spain, Tanzania and Vietnam „has successfully completed the United States Department of State sponsored Fulbright American Studies Institute /ASSI/“ as was written in the Final Certificate of the Office of External Education at University of Illinois at Chicago /UIC/.

The whole program of the institute started June 20, 2003 in Chicago. The first 4 weeks we all were sometimes hard working, but sometimes also tired and lazy students who spent a lot of nice, hot, summer, holiday time in the air-conditioned classroom listening to many interesting topics lectured by Dr Peter Bacon Hales, A Professor and University Scholar in the Art History Department at the UIC, who has been also the Director of the ASSI since 1992,

Dr. Chris Messenger, a Professor in the English Department and a supervising faculty member with specialization in 19th and 20th American Literature and popular culture, Dr Stan Howard, an Assistant Professor of Political Science at DePaul University and Neil McCarthy, the teacher of American History at Mundelein High School in Chicago.

The Chicago part of the program included altogether 80 hours of graduate-level classroom seminar instructions in American Language, Art, Literature, Law, Political Systems, Education, Music, Culture and Society, with an additional 44 hours of on-site field trip instructions with Institute faculty and guest lecturers. It means that our free time program was very good organized and we had a chance to feel the well known Taste of Chicago, to participate the celebration of The Independence Day July 4th in Homer Glen and in Chicago, visit and speak with students and staff at Evanston Township High School and Englewood High School, to visit different Ethnic districts in Chicago, to visit different nice museums with unique exhibitions, but also to entertain in a typical American Blues, Salsa Dance or Stepping Dancing Clubs. But the rest of our really free time we spend together with new friends speaking about our home countries and sharing our teacher experiences, but also by self-preparing nice and tasteful international meals for the international dinners.



Preparation for the 4th July Parade – HOMER GLEN, Illinois

This part of the institute finished July 17th and after packing all the materials, books and personal things July 18th we started the second part of our Study Institute. This part entailed 10 hours of lecture and 90 hours of on-site instruction in the American Midwest, Southwest, and the Washington, D.C. area. During the tour we had the chance to visit 13 different states of U.S.A – Illinois, Wisconsin, Missouri, Kansas, Oklahoma, Texas, New Mexico, Colorado, Utah, Arizona,

Nevada, Virginia and Washington, D.C. Each country opened in front of us its

beauties. The journey by bus from Chicago to Las Vegas was the adventure that nobody of participants will ever forget. Every day - different hotel and every day traveling 5-8 hours was really very exhausting but the destination every time was really interesting.

Hannibal – Mark Twain’s childhood town with the sunset on the Mississippi river in Missouri, Fort Scott Military Camp – National Historic Museum in Kansas, Oklahoma City and its National Memorial and Museum of ROUTE 66 in Elk City in Oklahoma, Palo Duro Canyon in Texas and fantastic performance in the nature theatre right in the canyon, the second biggest in America, passing the Navaho Indian reservation and visiting the Pueblo of Acoma in New Mexico and Paw Wow Indian Celebration in Flagstaff, Arizona this everything took our breath away. Two days in the South part of Rocky Mountains remind me a little of our Roháče and visiting Silverton the mining town where I met an American family whose father worked there with miners from Slovakia many years ago remind me of our Banská Štiavnica because in both towns the main extracted mineral was silver. But the most interesting part of our tour came at the end. We visited and spent 3 hours of driving directly in the heart of Monument Valley between Utah and Arizona, we visited and had chance to feel the depth of Grand Canyon and after a long, very exhausting tour when the temperature didn’t decrease under 25°C at night and rose to 40-45°C during the day we came to Las Vegas. 3 days staying in the biggest hotel right in the main street dragged us to the life of show business, casinos and life of the visitors representing the wealthiest class. Hoover Dam – the water reservoir and huge electric power station for Las Vegas was the last place we visited on the South West part of U.S.A. We left this „exotic part“ of America July 30th and after 8 hours flight we landed on the East coast in Washington, D.C.

The last three days we spent in more social way. We were invited to the Department of State – Fulbright Commission Headquarters, we visited some of the world known places as The White House, The Capitol, The Monument, The Jefferson Memorial, but also the Nasa Museum or the well known museums. Interesting for us was also the visit of The House of Thomas Jefferson in Monticello or the University of Virginia founded by Thomas Jefferson.

But all the nice days and weeks finished and August 2nd was the day when we had to say GOOD BYE to each other. It was very hard to

hide the tears of sorrow knowing that most of us see each other the last time. The destinations of our flights were in different continents, different countries. But we packed into our suitcases a lot of nice memories preserved in hundreds of pictures and meters of video tapes. But the new technology „e-mail“ and „internet“ helps us not to feel the distances between us so long and unreachable. And also the first personal contacts have started to happen when the Japanese teacher visited Munich, Germany during her business trip in October and in January I met with another German teacher in Hamburg during my preparatory visit of Socrates Project.

I think the projects between schools is a good idea to shorten the distances between friends.

And what to say at the end? Participation at this ASSI program enriched my knowledge not only about America, its life, history, art and political situation but also about many other different countries all over the world with the teachers and students with similar problems and similar methodology and also let me know many nice people not only among the participants that influenced my personal life, too.



Group Phot – **Fulbright American Studies Summer Institute 2003,**
University of Illinois at Chicago

If you also want to fulfill your dreams you need to sit at the computer, open the web site of Fulbright www.fulbright.sk and search for a suitable course they offer every year. The offers come out at the beginning of January and the only thing is to fulfill the application form and send it to Fulbright

Commission , Levická 3, 821 08 Bratislava were you can also get a lot of useful information about different Summer Institutes and programs. Good luck and I wish you all to spend similar summer holiday as I did last year.

To those of you who has the possibility to use the computer and search the internet I enclose some useful web sites that can help you with teaching materials, give you any useful information you may use in the classroom of give you the chance to start a project with another school abroad.

AMERICAN STUDIES WEBSITES

American Memory: Historical Collection for the National Digital Library

A library of Congress website of primary source material related to American history and culture

www.memory.loc.gov

The Learning Page

A website to help educators use the materials in the American Memory Collection

www.memory.loc.gov/ammem/ndlpedu/index.html

American Studies Web

A subject and topic-based bibliography of web-based resources in field of American Studies

www.cfdev.georgetown.edu/cndls/asw/

American Studies Links

A list of American Studies websites compiled by the U.S. Bureau of Culture and Education

www.exchanges.state.gov/education/amstudy/links.htm

American Studies Crossroads Project

A project of American Studies Association, sponsored by Georgetown University, this website contains a vast amount of information and web resources (including curriculums) on teaching American Studies

www.georgetown.edu/crossroads/

Subject-based Research Guides

www.uic.edu/depts/lib/reference/services/pathfinders/

Grammar Practice Classes

www.uic.edu/depts/tie/classes/ + number of class

Classes numbers:	R/W	L/S	
	O10	015	Begginer
	O20	025	↓
	O30	035	
	O40	045	↓
	O50	055	Advance

PROJECTS**KIDLINK**

www.kidlink.org/KIDPROJ

Hunt for County Clue - for younger students (11-14)
 the project runs for 3 weeks
 every week 3 clues
 9 clues altogether

Landmar Game - older students
 runs for 3 weeks
 every week 3 questions focused on special place in
 different countries
 9 questions altogether

IEARN

www.iearn.org

Project started by Russia and USA – runs for 10 years
 - students of high schools
 - more partners, topics e.g. Cultural packet

MY EUROPE

www.myeurope.eun.org

- long or short running projects

AMERICAN PROJECTS

www.crf-usa.org

- to form contacts with early East and Central European countries and
 Russia

YOUNG LEARNERS SIG

Anna Haverová, YL SIG coordinator

Two workshops "MACMILLAN WEBSITE" were held in March in Trenčín and in April in Prešov. Daniela Krajňáková, a Macmillan representative, showed us how to obtain free resources from the Internet.

On 3rd - 4th October, forty of us met in Tajov near Banská Bystrica at a mini-conference. The weather was not very nice but the nature was beautiful. We were all glad to see each other again. We met at around six p.m. and after great dinner we started to work. Janka Pramuková told us about her six-week stay in the U.S.A. She showed us very nice maps, brochures, photographs and it was very interesting to listen to her. We finished before midnight. We were talking about our work, problems and pleasures- all in a friendly atmosphere. On Sunday soon after breakfast Danka Krajňáková- our member and also a Macmillan representative was exploiting our tired bodies and souls for two hours. You may be sure that we woke up very soon because the activities were interesting and funny. Everybody who was fast and clever won a precious award - a reader, a book or a dictionary. Elena Krajčiová - a methodologist from Banská Bystrica told us about exams held in British Council. Viera Bačová- SOL coordinator informed us about popular courses in North Devon in the country of King Arthur. If you are interested – here is the address - feel free to contact her: *Viera Bačová, Belinského 2 ,Bratislava 851 01 62241317,vierabac@stonline.sk*

We were happy to welcome two new young men Frank and Jonathan from Nitra among us. They briefly in 5 sentences told us about their stay in Slovakia. It was very nice of them to come and to share their experience with us. I must also mention our brave mascot Jožko Cintula who always comes though he knows he will probably be the only man there. This time he was lucky. The seminar was finished by Anna Haverová with some thoughtful quotations. After great lunch (goose, dumplings and cabbage) we moved to Albion Books in Banská Bystrica where Mrs. Oslancová showed us round her bookshop. Many of us bought books, cassettes or different materials we were looking for a long time - and many of them at a very good discount price. At 3 o'clock we said goodbye and promised to meet again after half term in March in Stará Turá with Mimi Kočanová who will teach us how to write creatively. I will let you know all in advance. We spent nice 22 hours together, we were happy to see each other again and we fed not only our stomachs but also our brains and souls. Our great thanks come to Mrs Anna Oslancová who helped us a great deal to organize the mini-conference. Hope to see more of you in March.

ACHIEVEMENT TESTS FOR PRIMARY-SCHOOL LEAVERS

Jana B é r e š o v á, PhD.

Testing is a typical feature of everyday life. There are different purposes for testing, e.g. blood tests, eye tests or driving tests. Many tests can affect our lives and each time we are tested we want an objective, reliable and valid result, whether the test was for legal, medical or educational purposes.

When the school-leaving examination reform was initiated, the primary goal was objective testing which would result in the records of any school being in a form valid for universities and employers. A student's final report should not be misleading but represent his actual knowledge.

At present, the school-leaving examination mark, in and of itself, has practically no meaning. We believe that its new form (mainly the external testing) will mean much to universities. Parents, as well, will be better informed concerning their children's performance (language competence) through more objective reports.

We know that a change in the approach to ELT is needed at primary schools, which are the foundation for all further education. The members of Testing SIG SAUA/SATE have prepared a test for primary-school leavers. We hope it will be useful to teachers of secondary schools as well, since they can use the test to divide first-year students into groups based on language proficiency. Nevertheless, the test has been prepared, firstly, for primary school-teachers as an achievement test in accordance with the Common Reference Level A2, which states as follows:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Listening:

Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements.

Reading:

Can read very short, simple texts. Can find specific, predictable information in simple every day material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

Writing:

Can write short, simple notes and messages. Can write a very simple personal letter, for example thanking someone for something.

On the other hand, we have to emphasize that the most important documents are the syllabus and the standards (based on the Common Reference Level A2).

Výstupný test pre žiakov 9. ročníka základných škôl.

READING**1 Read the passage below and choose the best title:**

- a) Sunday lunch
- b) Snacks replace traditional meals
- c) Working and eating in the USA

A Today many people in the USA don't have main meals like breakfast and lunch on weekdays. They prefer to have snacks. Most people don't have a cooked meal before they leave for work. Very few American people still eat bacon and eggs and toast and jam in the morning. Cereal and fruit and a cup of coffee is common today. Many working people don't have time for a big lunch because they only have a short break at lunchtime. They take a sandwich to work or have a quick snack in a sandwich bar or cafeteria.

B In the evening, more and more people don't sit down to eat a meal. They eat snacks in front of the television. Many people have something to eat quite late, before they go to bed. Eating is now an activity that a lot of people do alone. It is not the social occasion of the past.

C However, traditional meals are still popular at the weekend when people have time to cook and sit down and eat. On Saturday and Sunday mornings, many people prepare cooked breakfasts with bacon and eggs. A big Sunday lunch with the family is also still very common.

D There are signs that things may change again. More and more people are realizing that eating alone is no fun. They miss the social meal with friends or family. So, hopefully, people will again find the pleasure of traditional meals, and snacks will go out of fashion.

Decide if these sentences are true (T) or false (F). Also give the letter of the paragraph (A, B, C or D) in which you found evidence for your answer:

Many people still have a cooked breakfast before they go to work.

People who go to work don't have time for a big lunch.

Many people have a sandwich at work.

In the USA today, eating is an important social occasion.

People eat traditional meals at the weekend.

People have time for a big breakfast at the weekend.

Snacks are going out of fashion.

9 Read the last paragraph again. Does the writer prefer snack meals or traditional meals?

LANGUAGE IN USE

Fill in the correct prepositions or - .

Mr Bell wanted to go somewhere warm and sunny (10)
Easter. (11)April 25th he flew to Greece early (12) the
morning. He arrived (13)Athens (14)6 o'clock and
drove directly to his friends' village. He reached the village (15)

..... noon. (16)Sunday he ate a wonderful traditional lunch. (17)..... that evening he went out with his friends and met lots of new people. They returned home (18) midnight and went to bed. He flew back home to England (19)..... April 29th.

Read the article about wearing a uniform in Britain. Fill in the gaps. Write the correct form of the word given in capitals in the end of each line. There is an example at the beginning (0).

Example (0): British

The majority of (0) school children wear a school uniform. Sometimes this is very (20); a shirt, tie, blazer with a school badge on the pocket and dark trousers. Girls also wear ties but a dark skirt instead of trousers. Each school has its own colour (21)..... dark grey, dark blue, dark brown, dark green or dark red. Many schools have a (22) uniform of dark trousers/skirt and a sweatshirt in the school colours.	BRITAIN FORMALITY
Some schools send children (23) if they are not wearing (24) proper uniform or keep them in after school as a (25)	USUAL COMFORT HOUSE THEY PUNISH

Write the correct form of the verb on the line.

I (26)(want, always) to teach a parrot to talk. Last month, my family (27).....(buy) one, so now is my chance. I (28).....(think) that patience is very important in working with any animal. Every morning I (29)(go) to the parrot’s cage and say “Good morning!” I (30)(bring, always) it something to eat. Yesterday, the parrot (31).....(say) something that (32)(sound) like “good morning”. Some of my friends (33).....(tell, already) me that parrots only (34).....(learn) a few words, so I (35)(need) to be careful which words I (36) (choose) .
I definitely know it (37)(talk) to me soon. Yesterday morning, I (38).....(hear) it saying, “Good morning”. This parrot is very shy; it only (39).....(like) to talk to me when nobody else is in the room. Just now I (40).....(begin) to worry that nobody else will believe my parrot can talk!

LISTENING

Listen to the article and fill in gaps with one suitable word.

- 41 People usually say that a dog is.....
- 42 Dogs are good at being good companions to people.

- 43 Dogs are useful because they can guide
people.
- 44 You should take them to the for regular
check-ups.
- 45 Dogs need to feel.....

WRITING

You have just returned from an international language camp in Brezno, where you attended English lessons. Your teacher was Ms Blore. Write a letter (150-180 words) to her thanking her for interesting lessons and materials. Write two things you liked and one you didn't like about the course. Invite her to stay with your family during the holidays.

KEY

1 B

2 F – A

3 T – A

4 T – A

5 F – B

6 T – C

7 T – C

8 F – D

9 The writer prefers traditional meals.

10 at 11 on 12 in 13 in 14 at 15 at 16 on/- 17 on/-
18 at 19 on

20 formal 21 usually 22 comfortable 23 home 24 their 25
punishment

26 have always wanted

27 bought

28 think

29 go

30 always bring

31 said

32 sounded

33 have already told

34 learn
35 need
36 choose
37 will talk
38 heard
39 likes
40 am beginning

41 man's best friend
42 Lonely
43 blind
44 vet/veterinary doctor/veterinarian
45 loved

TAPESCRIPT

We often hear people say that a dog is man's best friend. Many animals make good pets, but a dog is one of the most popular with people.

Dogs make perfect pets because they are good companions for lonely people. A dog keeps people company and understands their moods. For example, if people are sad, a dog comforts them and cheers them up. If people are happy, then a dog responds with playfulness.

Dogs make the most loyal pets because they feel great love for their owners and like to please them. If people train their dog, it learns to behave in the way people want it to.

What is more, dogs can be very useful. They can guard houses, or guide blind people. They can fetch help in an emergency. Many people think that a dog is a valuable addition to the family.

It is important to feed it the right food at the right time and make sure it has plenty of exercise. It is necessary to train it and take it to the vet for regular check-ups. One of the most important things dogs need is love. Like humans, they need to feel loved too.

All in all, the effort needed to take good care of a dog is repaid in companionship, loyalty and love. It is easy to see why so many people agree that a dog really is the perfect pet.

Hope this test will help you get valid information about your pupils or students.

A Testing SIG SAUA/SATE meeting dealing with oral testing will be held on 20th February 2004.

Literature:

A Common European Framework of Reference for Languages:
Learning, Teaching,

KEY ISSUES IN TEACHING BUSINESS ENGLISH

A successful event

Anna Z e l e n k o v á

Faculty of Economics, Matej Bel University

Banská Bystrica

In April 2003, the Cambridge University Press and its Slovak representative Slovak Ventures organized a methodology seminar Key Issues in Business English. The seminar was lead by Paul Emmerson. The venue was the Faculty of Economics, Matej Bel University in Banská Bystrica. English teachers of young adults and adults from secondary schools, language schools and local university were invited to participate.

Paul Emmerson is the British textbook writer, teacher and teacher trainer. Teachers may know his books written for teaching Business English, such as *Business Builder*, *Business Grammar Builder* (Macmillan) and *Business English Frameworks* (CUP). He teaches at the International House Executive Centre in London. He has also worked as a teacher trainer in the UK, Germany, Poland, Hungary and Malta. He is a regular conference presenter on all aspects of Business English methodology.

The seminar had two parts:

1. Approaches to teaching Business English.
2. Presentation of the textbook *Business English Frameworks*.

The teacher training part on new approaches to teaching Business English focused mainly on two issues:

- how to teach business communication skills,
- how to teach business topics.

Participants had the opportunity to exchange their teaching experience and answer questions for themselves, such as “How much communication skills do we teach?” “Which communication skills are typical business skills?” “Which communication skills are needed for students as future business people?”. Working in small groups and reporting to other groups was the standard format for the beginning. Paul Emmerson., as a good trainer let the participants brainstorm and present all possible ideas and views and then asked questions himself. The participants had been lead to the framework he intended to present, i.e. the four different approaches to teaching business communication skills. In his opinion each teacher teaching under various circumstances may encounter or use one of the following approaches:

1. *From Input to Practice*: functional phrases pre-selected in a coursebook.
Here the communication skill is broken down into sub-skills or functions, which are then represented by a set of phrases or exponents. These phrases are then presented and practiced so that a performance (free production) is being built.
2. *From Output to Reformulating*: focus on students’ own language produced in tasks.
With this approach some pre-teaching (of phrases to support the task) may be done but focus is mainly on student’s performance. While students are doing a task, such as discussion, presentation, role-play, etc., the teacher is circulating making notes. The teacher then gives feedback to students on their linguistic performance, the errors are corrected by the teacher or self-correction of students follows.
3. *Focus on lexis*: noticing and manipulating, then experimenting: Students are lead to learn useful and high –frequency lexis from the text. Word partnerships and fixed expressions are important, not just single words. Key phrases are manipulated (expanding word families and related phrases, reordering words, etc) by the teacher and later on by students through new speaking activities where they are to use the same or similar lexis.
4. *Management training approach*: focus on performance.
Here, the focus is on effective performance of the skill, not language. The lesson may start with a discussion of a performance, such as “What is an effective presentation?” A stimulation through viewing a good and a bad presentation may be helpful. After that

students perform the task and are given the chance to self-evaluate. There are many ways of how to evaluate this performance.

This approach was discussed by the participants as they do not very often teach business skills like this. University teachers found this approach very important for their teaching practice as they often teach managers and business people or students who should become managers and work on international level using English. Nevertheless, teaching and practicing their language skills together with their managerial and business skills may be done in the English classroom.

Similar approaches were presented by the author also for the teaching of a business topic. In the management training approach the use of a case study was advocated by the author, from two reasons: when a case study is a real-life company's case students will develop their analysis and solution skills; and secondly, this approach is useful because it integrates all language skills and the business skills.

After participants were familiar with these four approaches, they were given a few tasks to deal with. They had to consider the use of each approach under different conditions, such as mixed level classes, pre-experienced and post-experienced groups, time available, and others. They also had to think of problems connected with using each approach.

The second part of the seminar was devoted to the presentation of Paul Emmerson's new textbook *Business English Frameworks*, published by the Cambridge University Press 2002 (Cambridge Copy Collection). The participants had the opportunity to work on sample lessons chosen by the author. The work with the book seemed to be very inspiring and well organized, integrating many skills and providing the teacher with a lot of variations and extension tips (and, of course, photocopiable material). Teachers will certainly find also many new inspiring topics that had not been so common in other textbooks, e.g. Using business software and Culture values in society. Now, when the activities aimed at teachers and projects of the British Council in Slovakia have faded out, the participants welcomed the opportunity of this event to meet the author in person, to be given the chance to exchange their ideas, to refresh their knowledge and learn about new things in the development of Business English methodology. Thanks go to the Cambridge University Press and the Slovak Ventures in Nitra. You may be sure that teachers are looking forward to the similar event in near future.

HOW CAN WE YIELD LINGUIST GENERATION WITH SOUND JUDGMENTS?

Yuko Okawa

*Grantee of the 2003 Fulbright American Studies Summer Institute,
Teacher of English at Hokkaido Sapporo Kiyota High School,
Japan*

The English language education in Japan has been a target of fierce criticism over centuries for its inefficiency in producing English speakers with sufficient communication abilities to be evaluated appropriately in international setting. In response to this situation, the Ministry of Education (MEXT) has formulated various measures such as the revision of the Ministry's Courses of Study with a further focus on cultivating students' basic and practical communication abilities. As one of those measures, the number of assistant language teachers (ALTs) from English-speaking countries is estimated to be on the rise from the current 8,400 to 11,500 in the near future. The majority of them are the participants in the Japan Exchange and Teaching Program known as the JET Program.

Since the inception of the JET Program, I have been dedicating myself to team teaching (TT) with countless ALTs both as their supervisor at the Sapporo City Board of Education and as a peer at school with high expectations about what we can achieve in TT. Among our goals has been to bring up Japanese who can analyze issues critically and think on their own feet, both of which are, in my view, what the Japanese lag behind native English speakers, especially Americans. Toward that goal, I have accumulated some fulfilling experiences.

The following is a list of some areas I could possibly contribute to by offering some clues for your daily teaching endeavors. Firstly, I place a certain value on intensifying collaborations with a teacher of social studies and an ALT in a timely manner. So far I have been successful in creating a multi-layered environment where students research the latest target issues in sequence; utilization of English newspapers and Web Sites, discussions of the theme in the following lessons while the ALT pointing out the difference in editorial positions, essay writing and a subsequent discussion to share the opinions. When the hate crimes rose against the US Arab Americans and Muslims after the 9/11 terrorist attacks in 2001 keeping pace with the enactment of the Patriot Act, my colleague in charge of civics and I felt an urgent need

to do something as educators. He gave our students the group task of translating ten proposals into Japanese and then arranging them in a priority order referring to why they thought that way. The moving ten proposals were made by the Quakers in the US who rose up to defend the civil rights of the targeted people. The collaborated lessons turned out to be a perfect chance to raise students' consciousness of human rights issues.

Secondly, I link the acquisition of the language proficiency with that of computer literacy occasionally. The scheme created for that aim was e-mail writing via cell-phone. Students are required to write an English e-mail to the ALT selecting an issue of their interest out of proposed problems in Japan. The e-mail must state the problem, why it is a problem and what we can do to solve it. Among the issues were hooligans at the World Cup, boring teachers, homeless people, and tattoos not allowed in some gyms or hot spas. The mail has to be received by a set deadline via cell phone, and those completed their assignments are given feedback directly on their phones by the ALT.

I firmly believe that hundreds of global individual links among teachers will promote peace more effectively than any political or military peace-keeping endeavours, since educating them outside their home countries means at the same time educating numerous future generations back home. I sincerely hope that educators across national boundaries will be blessed with frequent opportunities to help broaden understanding of all facets of each other's society for our children. I am convinced that such experience will be cherished as our professional as well as private asset for the rest of our lives.

AUTONOMY IN OUR SCHOOLS

PaedDr. Silvia Běčková

“Maturita exam, four skills, a lot of grammar, difficult vocabulary... What should I do? And the motivation of my students... No motivation. Sometimes I have the feeling that they just want to get rid of me. They learn only what they have to learn. Nothing else. BUT what can I – the English teacher – do? How to persuade them to learn? Students who want to finish school and many times they even do not care about their marks. Why is it me who worries about the changes that are happening and not my students?”

These thoughts were “following” me for longer period and I felt I had to do something, some kind of change, I knew I had to try something completely new because everything in our society is new. Teachers cannot use “old” teaching methods and “old” approaches when our society and the way of the life and expectations from people are “new”. Changes in our society resulted in the changes in our school system as well. I – the teacher of English language started to think about all those changes. I should have prepared the students in a completely different way and I did not know how to do it. I even did not know where to start and what to do with my students. Students who are too lazy to study, students who only want to finish secondary school, students with no ambitions and only a few interests. Students who learn English language because it is in their curriculum and who think that it is teacher’s job to teach them everything.

After several months of such doubts I found out about autonomy of the students. I wanted to know more about it because as university student I did not study and even I did not hear about it. I started to pay attention and I wanted to know if it would work and if it would help to solve at least some of my and students’ problems.

=====

Autonomy is a new approach which has occurred in our society and it is worth to make an effort and see its weak and strong points. As it is natural for every person since the childhood to strive for the independence, we should only try to keep and develop this effort, not to suppress it. When the child is raised in the environment that

requires autonomous and independent behaviour it would grow up as a person relying on himself and responsible for his achievement.

Autonomous students are not under the strict control and the direction of the teacher. Those are the students who decide what to learn, those are again the students who choose the methods during the learning process they even monitor the learning process and also they evaluate everything /the process and the results/. When the students want to decide what to learn they must know about their strengths and weaknesses, and they must know what to learn during their school years as well as where are the goals they must reach when they finish school. Sometimes it is the teacher who acquaints the students with all these things but really autonomous students would be able to find all these information on their own. Autonomous students are also able to choose the right method for them. It means that when they know what to learn and why, they choose and decide for the most suitable method which would be the most effective for them. They are even able to evaluate not only the learning process and used strategies but methods and the results as well. It is a very complex process and acquires a very high level of responsibility.

When I started to study about autonomy I thought that it could help not only me but especially my students and so I started with autonomy training. First of all I wanted my students to think why they learn English and most of all I wanted them to think about their use of English after they finish school. For some of you it might seem to be unnecessary question as I was thinking about its benefit, too, but there were some students who surprised me with no reasons for learning English because they had never had the possibility to think about it. But on the other hand there are the students who are able to surprise with their answers e.g. this year one of my students said that knowing English should be the part of intelligence. It is very good when the students have better reasons for learning than only curriculum or marks, because they are more willing and more open to study it.

The second step was setting the goals – their goals – which they should carry out when they want not only to finish school but also when they want to carry out their personal goals which they mentioned in their previous activity.

Next step /and probably the most difficult for me/ was including my students into the learning process. I wanted them to choose appropriate methods for particular exercise so I asked them how they wanted to do it. It was really horrible because my students were only looking at me and I had the feeling of a “stupid” teacher who does not

know what to do with the students. But from lesson to lesson they were able to give more and more ideas about the ways they could do the activities.

Evaluation and self-evaluation were done after all activities as well as at the end of the lesson or when we finished the unit. I asked the students to evaluate not only the results and their feelings but also the process itself. Their self-evaluation changed so dramatically that sometimes they were more critical than me.

At the end of the research I did I came to the conclusion that the relationship among me, the students and English language improved a lot. The students were more open to express their needs as well as more willing to cooperate. It was not my “job” to teach them and their “job” to learn. They were able to cooperate not only with me but also with their schoolmates. Most of the students changed their attitude to learning English language and started to learn it more. They were much more aware of the learning process and were able to contribute to it with their ideas. Most of the students became more responsible although I must say that their laziness was not suppressed completely. But I can say that the change of their attitude resulted in higher motivation.

Teachers cannot say that it is difficult or even impossible to practise autonomy in the class because of the lack of time since autonomy is not a method and it is impossible to teach independence only through activities supporting autonomous behaviour. Teaching autonomy is something like philosophy overlapping through the whole learning process occurring in all activities.

POSITIVE OR NEGATIVE CHANGES ?

Zlata Zelenská

As a teacher, I am usually a little bit resistant to major changes but the first Catalogue of Requirements (Katalóg cieľových požiadaviek), written by a team of English teachers headed up by Jana Bérešová, fulfilled my expectations. For the first time, teachers were given precise information on what to teach and what the main goals of ELT in Slovakia are. The idea of our education being recognised in other European countries strongly appealed to me since I had had excellent students in the past and had always considered their success to be mine as well.

Jana Bérešová spent an entire year travelling around Slovakia, explaining the requirements as published in the Catalogue and training teachers how to change their teaching methodology to reach the goals stated in the Catalogue. Over the past two years, however, the 67-page document has been changed into an abbreviated 20 pages. Although the current Catalogue uses the original's basic content, it seems to be based on entirely different language teaching and assessment principles. The original team of writers does not know who has made the changes to their material.

I do not know whether it was intended, but what surprises me most is that the original idea of objective, reliable and valid testing has been changed into a combination of an objective external exam and a subjective internal exam. Jana Bérešová's proposal was based on the external preparation of materials for oral testing by an exam-writing team. These centrally created, edited and produced materials were a logical solution and major relief to teachers who now, already overloaded, are expected to prepare thousands of role-plays, problem-solving tasks and visual stimuli.

Have the decision-makers understood the concept of the reform in ELT? Have they taken into consideration that language teachers want to be given clear instructions long before the maturita reform officially begins? There are hundreds of questions yet to be answered by those in the positions able to bring positive change.

On the other hand, I am disappointed that at English teachers' meetings across the country many still complain about the range of grammar required in the Catalogue, although it has not been changed since 1972. Many teachers still consider their textbook the Bible and hide the syllabus in their drawer unwilling show to anybody. Reading comprehension is still reading aloud in class, homework is still read aloud and corrected by the teacher even though the key in the student's book provides the correct answers.

Much more could be written, but I am sure that each language teacher in Slovakia already knows how the current changes miss the mark. May we all do our best. The truth will out.

Literature:

Bérešová, J. & col. (2000) Katalóg cieľových požiadaviek pre anglický jazyk. Štátny pedagogický ústav. Bratislava. str. 67.
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CLASSROOM TIPS

Teacher development can be achieved in many ways. One way is to share ideas and thus help each other grow both professionally and personally. I am glad to say that the following classroom activities are the contributions from Slovak teachers of English.

This column is open to all of you, colleagues, so let me have your ideas and tips for teaching which have gone well in the classroom. In particular, those you came across at various conferences, workshops or seminars, those you have tried or adapted, and those you use time and time again.

Editor

The following activities were published in IATEFL ISSUES, the bi-monthly newsletter of the International Association of Teachers of English as a Foreign Language by Luke Prodromou in Issue 165 February-March 2003. They describe ways of adapting textbooks to make them more appropriate for particular group of students. Try them and share your experience and ideas in our next newsletter.

WORDS WE KNOW

Aim: To give students confidence in approaching a new text: to present new vocabulary from a text, drawing on their students' own pool of knowledge.

Level: Intermediate

Material: About twenty words from the reading or listening text the students are about to tackle. Some should be new, some known.

Procedure:

1. The teacher writes the twenty or so words on the board (number them for easy reference).
2. Divide the class into two teams. Members of each team volunteer to come up to the board and choose a word they think they know; they give the class an example sentence; a definition; a synonym or a common collocation for their chosen word (you may also decide to accept equivalents in the mother tongue).
3. When the teacher is happy that the explanation is acceptable, the rest of the class write down the 'explanation'.
4. The student who came to the front rubs that word off the board (leaving the number only).

5. Award a point for each correct explanation (ensure a high degree of success for all participants by judicious prompting).
6. Another student comes to the board and chooses another word he or she thinks they know and the explanation procedure is repeated. That word too is rubbed out. (The number is not rubbed out).
7. Continue in this way till most of the words have been explained and the board is nearly blank (apart from numbers).
8. Students then read the text or listen to the text in the normal way (looking out for 'their' words).
9. At the end of the lesson, go back to the numbers on the board; ask students to recall which words were written next to each number.

Most textbooks provide pictures and photographs for oral practice, but sometimes there is not enough guidance to help students speak. The suggestion below is for those cases where the textbook itself has not suggested ways of exploiting the photographs or pictures on the page.

VISUAL –VERBAL DIFFERENCES

Aim: To focus students' attention on the pictures in the textbook` to provide a model for speaking about a picture` to give students practice in the language needed for describing pictures.

Level: Elementary upwards.

Material: Pictures from the textbook.

Procedure

1. Prepare a description of picture on the page which you are about to present to the class. Include deliberate mistakes in the content (not the grammar); in other word, there will be a mismatch between what students hear you say and what they see in the picture.
2. Students listen and make a note of any differences between your description and the picture in the book.
3. Students compare their answers with a partner and prepare to describe the picture accurately. For example, the woman in the foreground is not reading a book, but she is reading a newspaper; the dog is not in the foreground but in the background of the picture...

SEE ONE THING, HEAR ANOTHER

Aim: To make a reading text more challenging and more engaging

Level: Elementary upwards

Material: A reading text in the coursebook.

Procedure

1. Ask students to listen to you reading an extract from the textbook while they follow the text. As you read, make small changes to the text – for example change ‘he’ to ‘she’ , change numbers or place names or use synonyms for words in the text.
2. Students underline the words or phrases which are different.
3. Get back by asking students ‘ How many changes did I make?’ ‘ What were they?’

Variation

As above, but the students have their books closed. When you have finished reading aloud, they open their books, read the original text and spot the differences between what you read and what they see on the page.

Textbooks often provide more reading comprehension questions than you have time for. This can be turned to good advantage by asking students to choose only five out of say ten questions. Students choose questions which they feel reflect their level of competence.

CHOOSE YOUR QUESTIONS

Aim: Using a text in order to meet the needs and diverse interests of mixed/level classes.

Material : A reading comprehension text followed by about ten comprehension questions.

Procedure.

1. Ask students to skim the reading text to get the gist.
2. students then turn to the comprehension questions following the text. They choose five questions they can answer, or like, and ignore the rest.
3. When they have finished their five questions, they compare with other students, who may have chosen the same or different questions to answer.

Comments:

Is students finish their five questions ask them to answer some other ones, while the rest of the class are completing their questions. In this way, asking students to choose some of the questions supplied by the textbook automatically provides you with ‘extra’ questions for the early finishers.

CREATIVE WRITING SUMMER SCHOOL IN SLOVAKIA 2004

Following the success of the previous three years, this is to announce a fourth Creative Writing Summer School in Slovakia. It is designed for teachers/teacher trainers of English language and literature from Slovakia and other European countries. The Summer School is also open to teachers/teacher trainers of other languages (including mother tongue) with good command of English who are interested in using creative writing techniques in language and literature learning.

The course will take place at the **Mojmírovce Castle** (about 90 km north-east of Bratislava), **from 4 to 11 July 2004** (arrival 4 July, departure 11 July).

The course will be organised by the British Council Slovakia and the Bratislava In-Service Teacher Training Centre as a part of the Creative Writing in Language and Literature Learning Project. The project was awarded European Label 2003 for innovative initiatives in language teaching and learning in the competition organised annually by the European Union educational and cultural programme Leonardo da Vinci.

The aim of the Creative Writing Summer School is to expand the pedagogic and imaginative resources available to teachers of English and other languages at secondary schools and universities. It will be tutored by leading British writers who, in addition to their highly original and entertaining work, have the reputation of being inspiring teachers of creative writing, and by experienced Slovak trainers involved in creative writing projects.

In addition to a quality course the organisers will offer opportunities for social, cultural and sports activities.

There are thirty places on the course, fifteen of which are intended for Slovak teachers/teacher trainers and fifteen for teachers/teacher trainers from other countries.

Shared accommodation, full board and materials will be provided for participants on the course. The cost will be 3 000 Slovak Crowns for Slovak participants and 250 Euro for participants from other countries. Participants will be responsible for the travel costs and other expenses.

The deadline for applications is 30 April 2004.

**APPLICATION FOR THE CREATIVE WRITING SUMMER
SCHOOLS AT THE MOJMÍROVCE CASTLE, SLOVAKIA,
4-11 JULY 2003**

NAME _____

SCHOOL/UNIVERSITY ADDRESS _____

TELEPHONE _____ FAX _____

E-MAIL _____

HOME ADDRESS _____

TELEPHONE _____ FAX _____

E-MAIL _____

Do you have any experiences with creative writing in your teaching/training?

Yes _____ No _____

If yes please specify _____

Please briefly describe what are your expectations from the course _____

Are you a vegetarian? Yes _____ No _____

Thank you for your interest.

RETURN TO:

Mimi Kočanová

Vetvárska 34

821 06 Bratislava 214, Slovakia

tel.: +421 (0)2 45248583

e-mail: mkocan@ba.telecom.sk

THE 7TH SAUA/SATE NATIONAL CONFERENCE

Slovak Association of Teachers of English (SAUA/SATE)
and Department of English and American Studies FHV UMB, Banská
Bystrica invite you to the 7th National conference

Is Creativity the Key to Success in an EFL Classroom?

which will be held in Banská Bystrica from August 30th – September
1st, 2004

FORTHCOMING EVENTS

INTERNATIONAL CONFERENCES AND SEMINARS

April 13-17, 2004	38 th International Annual IATEFL Conference, Liverpool, UK
March 31- April 3, 2004	The 38 th Annual TESOL Convention and Exhibition, Long Beach, California, U.S.A.
July 11 - 17, 2004	11 th Annual iEARN Conference and Youth Summit, Košice, Slovakia
September 10 – 12, 2004	4 th International and 8 th National ATECR Conference, Pardubice, Czech Republic “LEARNING TOGETHER”

???? QUESTION BOX ??

Please send us questions that you want answers to. Your question can be on specific language issues or ideas regarding ELT and SAUA/SATE. We will do our best to answer them either by quoting an expert or by referring to available resources.

JAZYKOVÉ KURZY V ZAHRANIČÍ
pre školy, firmy, skupiny aj jednotlivcov

LETNÝ TÁBOR (vek 8-13)
JUNIORSKÝ PROGRAM (vek 13-18)
JAZYKOVÉ KURZY PRE DOSPELÝCH (vek 18+)
JAZYKOVÉ KURZY PRE LEKÁROV & PRÁVNIKOV
ŠTUDIJNÉ POBYTY PRE CELÚ RODINU

**Pre učiteľov sprevádzajúcich skupinu študentov –
doprava, ubytovanie a exkurzie zdarma**

KONTAKT: SIMCAS s.r.o. - cestovná agentúra www.simcas.sk
(Špecialista na Maltu)

0907 747115 Ian Casolani
e-mail: simcas@nexta.sk

0903 243 852 Jana Pramuková
e-mail: pramuk@vazka.sk

THE TRAVEL GRANT SYSTEM OF SAUA/SATE

All members of SAUA/SATE have the right to apply for grants to take part in conventions, conferences, symposiums or seminars abroad.

1. 1 grant has a maximum value of SKK 5,000
2. Applicants have to have been a member of SAUA/SATE for at least three years.
3. Applicants have to complete the attached application form for grants.
4. Applicants can receive 3 grants up to the maximum value of SKK 15,000 for one event.
5. Members in receipt of a grant can apply again only after 5 years.
6. Applicants have to have given a presentation at a Slovak National Conference, SIG event, BC, USIS or at the Slovak educational institutions and have to give a presentation at the convention, conference, symposium or seminar they are applying for.
7. The SAUA/SATE Grant Committee have the final decision on which applicants will receive a travel grant.
8. The recipient must write a report (including a financial statement with receipt) based on participation abroad. One copy will be sent to the SAUA/SATE committee and the other one to the Newsletter editor. Recipients are expected to give a presentation on their return.
9. The approval of recipients will be conducted three times a year (15 September, 15 December, 15 March).

APPLICATION FOR FINANCIAL SUPPORT FOR PARTICIPATION AT AN INTERNATIONAL CONFERENCE

I.

- a) Name and Surname:
- b) Postal Address:PŠ:.....
Tel.:
- c) Address of Institution where employed, Tel., Fax., E-mail, :
- d) How long have you been a member of SAUA/SATE:
- e) Please state which region you belong to (kraj):
- f) Please state which SIG you are a member:.....

II.

- a) Title of event you wish to attend:.....
- b) Name and Address, Tel., Fax., E-mail of Organizer /if known/:
- c) The amount requested from SAUA/SATE:
- d) Other sources of financial support you have applied for Grant Committee:.....
- e) I am giving a presentation, please circle: YES / NO
- f) Title of presentation:
- g) Please circle the type of presentation: Talk Workshop Other/please state
- h) Other people presenting with me /give details/:.....
- i) Presentation has been accepted, please circle: YES /send copy of acceptance
NO
NOT KNOWN YET
- j) Summary of the Presentation /up to 100 words/ - please write on a separate sheet
- k) Have you presented the same topic before at an national/international conference/seminar/workshop (please circle): YES / NO
If yes, give details (event, date, sponsor):.....
- l) Have you ever presented other topics at a national/international conference,seminar,workshop (please circle) YES / NO
If yes, give details /topics, events, dates, sponsors-use additional sheet if necessary/:

.....

 m) Have you ever applied for financial support from the SAUA/SATE? (please circle): YES / NO

If yes, give details /purpose, date, amount/:

.....
 n) Have you ever received any financial support from the SAUA/SATE? (please circle): YES / NO

o) On a separate sheet, please answer the following questions:

- How do you think your participation at the above event will contribute to the improvement of ELT in Slovakia and/ or your region, school ?
- How relevant is it to our current situation?
- How will you and your colleagues benefit from your participation?
- How will you share the acquired information and/or knowledge with other teachers of English - members of the SAUA/SATE?

DATE:

.....

Signature

Note:

Send the completed form to your SAUA/SATE regional representative. His/her address can be found in the most recent issue of the SAUA/SATE Newsletter. Co-ordinator will then comment on your application and it will then be passed on to the Bratislava Office for final approval. The Bratislava Office will notify you as soon as the decision has been made.

Comment of the SAUA/SATE Regional Representative:

Date:

Signature:

Final decision of the Grant Committee:

Date:

Signature:

SAUA/SATE MEMBERSHIP APPLICATION FORM

First Name	Last Name	Titl
Home address -street	Town	Code
Home telephone/fax/E-mail		Region
Employer /school,institution/		Phone/fax/E-mail
Street	Town	Code

Dues are for membership through January 1 of the following year
(Circle one amount below):

Paid in Jan., Feb. or Mar.: 200.- Sk Paid in July, Aug. or Sep.: 100.- Sk
Paid in Apr., May or June: 150.- Sk Paid in Oct., Nov. or Dec.: 50.- Sk

Special Interest Group (Circle 1 or 2)

Membership includes the choice of one free SIG.

Fee for one or more SIGs is 50.-Sk per year for every other.

Young Learner ESP Testing Drama Learner Independence

Please pay the fee to the account of SAUA/SATE, No 11485912/0900
konšt. symb. 379, Var. symbol **Membership number**
Slovenská sporiteľňa, a.s., krajská pobočka Bratislava, filiálka
Záhradnícka 95

*Your cancelled check is your receipt. Send this form and copy of your
check to: Božena Hrubčinová, Tupolevova 10, 851 01 Bratislava*

Date

Signature

Oznamy pokladníka SAUA/SATE

Rok 2004 - výška členského príspevku 200.- Sk.

Systém platenia členského príspevku:

- . platí sa raz ročne, vždy k 1.1. nasledujúceho roku pre starých členov
- . noví členovia budú platiť podľa obdobia prihlásenia/vid. rozpis v prihláške/
- . ak starý člen zabudne zaplatiť príspevok a chce ho zaplatiť dodatočne v priebehu roka, je povinný uhradiť plnú výšku členského príspevku, t.j. 200.- Sk

Upozornenie! Aj napriek tomu, že sú Vám zasielané poštové poukážky, je pre Vás **výhodnejšie platiť bankovým prevodom !!!** Nezapudnite do správy pre príjemateľa uviesť Vaše meno a členské číslo!

CONTRIBUTIONS

We welcome contributions from anyone involved in English language teaching. We would like to encourage Slovak teachers of English of primary, secondary and tertiary levels to contribute and we would be glad to receive any of the following:

- ◇ Practical teaching ideas
- ◇ Textbook, books and article reviews
- ◇ Comments, experiences and impressions from courses, conferences, seminars
- ◇ Information concerning events of interest to English teachers
- ◇ Questions regarding the teaching of English
- ◇ Letters and comments about Newsletter

We would appreciate if all, but especially longer contributions, are submitted on a diskette in WORD for Windows v. 6,7 format and be accompanied by a printout. Please note the document name and programme type clearly on the diskette. Diskettes will be returned to you. When sending a contribution, please provide your name, contact telephone number and address in case the need for clarification arises. Also, please provide brief details about your school / institution, job, title etc. Contributions should be sent to:

Justína Kurillová
Gymnázium Javorová 16
052 01 Spišská Nová Ves
e-mail: justina@glavsnv.sk

Justína Kurillová
T. Vansovej 6
052 01 Spišská Nová Ves

The deadline for the next issue is October 30th 2004