

# SCELT forum conference, June 14-15, 2024

## Program info, changes or cancellations

In case of any last-minute changes, please follow the [LINK](#) for updated information.

In the extended program SCELT workshops and talks are labeled with a pink sidebar, while KEGA sessions are marked with a grey sidebar.

## Name tags

Please make sure to wear your badge, which you received at the **registration desk**, at all times. It gives you access to all sessions, the exhibition area, and the social program on the days you're registered. Thank you!

## Breaks and Lunch

On Friday and Saturday, we'll have extended 30-minute **coffee breaks** and shorter 10-15 minute breaks between sessions. Coffee and tea will be available in the exhibition area. They are highlighted in blue in the conference program.

We will have a 90-minute **lunch break**. Those registered for lunch can enjoy their meal at the university dining hall.

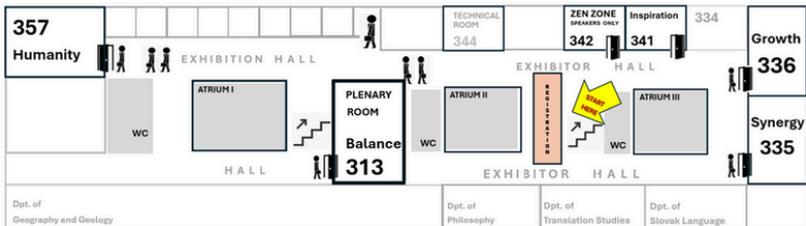
We thank our conference participants for their commitment to sustainability. Feel free to use your own keep cup and enjoy our vegetarian meals.

## Rooms

You can attend various workshops and talks in the following rooms. The room name is listed next to each workshop or talk title [in purple](#).

- 313 [Balance](#) (All plenaries are held in this room)
- 357 [Humanity](#)
- 336 [Growth](#)
- 335 [Synergy](#)
- 341 [Inspiration](#)

## Floor Plan – SCELT FORUM



Floor Plan – SCELT – 3rd floor

## Committee Members & Student Helpers

The committee members warmly welcome everyone to the conference. If you need any assistance, please feel free to approach our student helpers. They will be easy to spot, wearing **black t-shirts with the conference logo**.

This event would not happen without the contribution of the organizing committee: Jana Ftáčnik Pastorková, Natalie Lackovič, Monika Antalová, Ivana Juríková, Iveta Spoločníková a Zuzana Pallová from SCELT and prof. Dana Hanesová, doc. Jana Javorčíková and dr. Anna Slatinská from the faculties.

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## Annual General Meeting (AGM) and Members' Raffle

All members attending the 2024 AGM will have a chance to win one of the special **raffle** prizes! A **teacher training course** in Sremski Karlovci, by SOL, and two SCELT **annual memberships**. The AGM is for SCELT members with a valid membership only and will be held on Saturday at 12:00 in **room 313**

## Closing Ceremony Raffle

Those who actively attend the raffle on **Saturday at 16:30** after the closing plenary will have a chance to win the main prizes. A 12-day teacher training course in Devon with Fiona Mauchline by SOL, a tablet, a teacher training course in Bratislava by The Bridge, and many other. Don't miss out!

## Feedback form

We'd love to hear your thoughts on the sessions, presenters, and any other aspects of the conference. Please use the [feedback form](#) by scanning the QR code located around the conference area to share your insights with us.



## SPECIAL THANKS

We would like to express our sincere gratitude to the following:

US Embassy Bratislava & Regional English Language Office Belgrade for support via the Small Grants Program and the Faculty of Arts and the Faculty of Education at Matej Bel University for their invaluable assistance in organizing this event.



Macmillan,  
MM Publications &  
National Geographic Learning for sponsoring our plenary speakers

Asociácia Jazykových Škôl SR (AJŠ SR) for cooperation and support

The Bridge & Share One Language (SOL) for their all-around support and valuable raffle prizes, including teacher training courses in Bratislava (The Bridge), Devon, and Sremski Karlovci (SOL)

Thank you to all partners, publishers, and distributors for their invaluable participation and raffle prizes.

Grade University  
Pearson  
Bridge Publishing House Int.  
Ventures Books  
Albion Books  
The Bear Educational Theatre  
Školní Zájezdy  
Oxford University Press (OUP)  
Megabooks  
OXICO  
INFOA

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## **SCELT forum Opening Plenary: Grzegorz Spiewak – Drill with a Thrill (Macmillan)**

Grzegorz Śpiewak, Ph.D Teacher, teacher trainer, project manager, adviser, materials reviewer and author. Former academic lecturer (English Dept, University of Warsaw, and subsequently The New School for Social Research, New York). Former IATEFL Poland president, currently on its Board of Advisers. Head ELT Consultant for Macmillan Education Central & Eastern Europe. President of DOS-ELTea, an independent teacher development centre. Nominated for British Council ELTON award 2016 (DOS-ELTea Teacher Trainer Academy). Winner of two European Language Label awards: 2016 (Youngster programme – Macmillan) and 2012 (deDOMO – English for Parents).

## **SCELT forum Plenary: Claudia Molnar – SEN, ASD, ADHD. What does it all mean? (MM Publications)**

Claudia has been in ELT for over 26 years, holds a Ph.D in Applied Linguistics, an MEd. (TESOL), CELTA, DELTA and PGCE. She is Director of Education for MMPublications Central Europe and a teacher trainer, author and materials writer. Claudia often presents at international ELT conferences and is also involved with examining and assessment training. Claudia often says “The more I work with teachers, the more I realise the diverse challenges teachers and learners face. Helping them overcome these gets me out of bed in the morning”.

## **SCELT forum Closing plenary: Hugh Dellar – Making Magic in the EFL Classroom (National Geographic Learning)**

Hugh Dellar is a teacher and teacher trainer with over twenty-five years’ experience in the field. He is also the co-founder of Lexical Lab and has co-written the methodology book Teaching Lexically. Hugh has given teacher training and development sessions in over twenty countries including Brazil, Mexico, Peru, Argentina, Spain, Italy, Japan and Thailand. He has spoken on such wide-ranging topics as the nature of English as a Lingua Franca, the uses and abuses of corpora, approaches to teaching grammar and vocabulary, and many others. He is also the co-author of two five-level General English series, Innovations and Outcomes, both published by National Geographic Learning, as well as the Upper-Intermediate level of the Perspectives series.

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## KEGA 1:

### **KEGA 011UMB-4/2022: Creation of a web portal for methodological support of foreign language teaching in primary education**

directed by prof. Hanesová, Faculty of Education, Matej Bel University

Fri 9:00-15:30, Sat 14:30 -15:15

Rooms: 313, 335, 336, 341

**Plenary:** Judith Kovács – Young EFL Learners in Europe:

30 Glorious Years (Fri 13:00 – 13:40, room 313)

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## KEGA 2:

### **KEGA 008/UMB-4-2022: University Education as a gateway to thinking: integration of reading, academic and critical skills as a precondition to intellectual capital of universities and internationalisation of education**

directed by doc. Javorčíková, Faculty of Arts, Matej Bel University

Fri: 9:00 – 14:30

Room: 357

**Plenary:** prof. PaedDr. Zdenka Gadušová, CSc.: Role of Intervention in Foreign Language Text Reading Comprehension (9:00-9:50, room 357)

**Expert panel I:** Reading comprehension: new skills for the new century (10:00-11:45, room 357)

**Expert Panel II:** Reading in the age of AI (13:50-14:30, room 357)

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For more information on KEGA sessions, please find printed KEGA program (in grey) at the registration.

Friday – June 14th, 2024

**8:30 – Registration**

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**9:00 – 11:45 SCELТ Innovate ELТ Inspiration**

Final evaluation of Innovate ELТ program.

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**13:00 – 13:40 I KEGA 1 Plenary: Judith Kovács Balance**

Young EFL Learners in Europe: 30 Glorious Years

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**13:50 – 14:30 Unofficial Opening: The Bear Educational Theatre Balance**

I Love My Phone is a new project by The B.E.T. in collaboration with acclaimed teacher-trainer Mark Andrews. It is an interactive educational theatre show which combines music, scenes and games that look at different aspects of the impact that phones, video games, and social media are having on the lives of young people today. The show is lively and fun, but does also look at some of the negative effects that screens are having on our lives. It ends with a short audience debate on the question of whether smart phones should be banned from schools or not.

After presenting the show Mark Andrews will talk about the process of writing and acting out a short play which he did over five afternoons with a group of 16/17 year olds 3 months ago in a school in Germany. Finding fun and thought-provoking ways of learning English through thinking more deeply about our phones is a challenge that both ourselves as teachers and people and our students as learners of English and young people can enrich our lives enormously.

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**14:30 – 14:45 I Break**

Time to socialize and pick a session!

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**14:45 – 15:30 I**

**Hugh Dellar – Improved Listening Outcomes (SEC, ADULTS) Balance**

In this session, Hugh Dellar will highlight the basics of listening: knowing language, hearing the language you know, and automaticity, or matching meaning to sounds quickly. Using examples from Outcomes, Third Edition, participants will learn how to develop these skills through choosing language for clear conversational goal, through pronunciation and micro-listening tasks, and through speaking tasks and revision.

**Jana Chynoradská & Vicki Plant –**

**The 9 Learn & Lead Principles of a Smart Person (SEL, ALL) Humanity**

In this workshop I offer you the 9 Learn & Lead Principles of a Smart Person in the hope that they will help you in those difficult times when your self-confidence is put to the test, and you have to decide how to carry on in your life. I hope these ideas will leave an imprint on your thoughts and will shine like the beacon of a lighthouse to guide you to your destination. These principles can serve as a rope to guide you when you face a daunting abyss and can help to smooth your way in life.

**Sylvie Doláková –**

**The Power of Lapbook Art in Language Education (YL) Synergy**

Join us for an engaging workshop on project books for language and knowledge acquisition! Discover how incorporating art techniques enhances learners' interest and manual skills through hands-on activities. Explore the benefits of project books (lapbooks) covering diverse subjects like science, history, literature, and mathematics – perfect for CLIL practice. Our goal is to equip you with practical examples and formats to elevate your lessons. Don't miss out on the opportunity to see live demonstrations of project books during the workshop. Let's make learning an exciting journey together!

Friday – June 14th, 2024

Conference program – Friday

Natalia Liashko – STEAM Up Your CLIL Lessons! (SEC, CLIL) | Growth

Knowing that today's learners are required to be flexible, creative and innovative, puts teachers into the position of new approaches implementation such as CLIL and STEAM. These two terms are sometimes confused because they are strongly interconnected. During this workshop we are going to investigate them through practice and decide how we can turn our CLIL lessons into STEAM ones.

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15:30 – 16:00 | Coffee Break

Time to socialize, grab a coffee and choose a session!

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16:00 – 16:30 | Balance |

Michael Decker and Matt Gleason (RELO) –

From Blackboard to Browser: Internet and AI Tools for Teachers (ICT, AI)

This workshop will present different ways to make the most of internet-based technologies. The first part of the session will focus on web tools for classroom management and engagement, including classroom screens and polling. The second half of the workshop will explore using generative AI tools like ChatGPT to create engaging teaching materials. This workshop will give teachers useful tools and techniques to reduce preparation time and enhance learning outcomes by better addressing the requirements of twenty-first century learners....*This session is a 90 minute workshop*

Zuzana Straková – Challenge as the fuel for learning and growth (SEC)

| Humanity

This presentation explores challenges as vital in learning and examines how facing and overcoming challenges stimulates cognitive growth, resilience, and skill development. Embracing difficulties as opportunities can help learners cultivate their perseverance and problem-solving abilities, highly valued by educators. This talk addresses the options for designing lessons with a focus on the growth mindset of learners and offers some tips for fostering a dynamic and enriching learning experience. It talks about how changing our mindset to see challenges as important opportunities aids people to grow personally and academically, enabling them to succeed despite difficulties.

Mark Andrews – Developing critical media skills in the English class (ALL)

| Synergy

Research suggests that young people have difficulty evaluating media content. Students are often taught to conduct online information searches and verify sources of information but they still have difficulty analysing various types of media messages. Teaching media literacy to students can help build these skills and the English class is as good a place as any to do this. In this workshop we will look at a series of activities, comparing different ways of reporting news, aimed at both teaching English and developing media literacy. How does information become knowledge and then how do we turn knowledge into wisdom?

Emma Wyatt – Why do I teach? (ALL) | Growth

Often, we focus on our students and what they're getting from the learning experience, but what about us as teachers? What are your core values for your work/life and how can you better bring those into the classroom in order to make sure you're getting the most out of the experience too? In this session we will identify what your core values are and how to better make sure that they are in congruence with your everyday teaching.

Friday – June 14th, 2024

16:30 – 16:45 | Break

Time to socialize and pick a session!

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16:45 – 17:30 | **Balance** |

Michael Decker and Matt Gleason (RELO) –

From Blackboard to Browser: Internet and AI Tools for Teachers (ICT, AI)

*Continued*

Martin Jelinek – **\_WORDS ALIVE (SEC, ADULTS) | Humanity**

One of the obstacles when teaching reading skills in standard English courses is that we leave very little to our i-m-a-g-i-n-a-t-i-o-n of what could, should or would happen if? As the title suggests, the talk/workshop invites you to play with texts and shape students' imagination and their work using the incredible power of the human mind. I will be sharing ideas and activities that can help to keep reading and writing alive in your (young) adult classroom, and that can make teaching an enjoyable experience for both you and your students. Expect to get your hands (and minds) dirty as we play with words, some forwards, some backwards. Let's turn the traditional upside down and in(side)out, revealing the "secretures" of our gaze dancing across the lines. Come! Discuss more!

Natália Krýšlová – **The New Kid on the Block (CLIL) | Synergy**

Being a teacher-beginner is challenging. Amidst numerous lesson plans, extracurriculars, and the responsibilities of a full-time teacher, you're also striving to make your lessons entertaining and engaging, which further impacts your barely existing free time. This workshop aims to provide innovative teaching strategies, hands-on activities, and linguistic tools to streamline the dual-language challenge of a bilingual program, primarily focusing on Chemistry and fostering CL proficiency (with a touch of CLIL). You'll have the opportunity to try activities that ensure an engaging and seamless learning experience for both you and your students.

Eduard Wienk – **Change your role, one game at a time (YL, CLIL) | Growth**

The role of the teacher is changing. It is inevitable. For elementary schools, this new role is already clear: facilitator. Even ChatGPT says so. The question that remains is: 'How do we get there?'. My recommendation? By playing games. So, let's hit the road and play!

Boryana Grasiani | **Inspiration** |

EFL Teaching Practice on High Motivation among teenagers (SEC)

Teaching EFL to lower secondary school students is a challenging task. Nowadays, more and more students tend to be less motivated in English language learning, maybe due to the fact that they start to learn it from an early age through the video games. The students' understanding of the language is partially based on their prior knowledge. Therefore, one of the main issues in my everyday job with students is keeping their learning motivation levels as high as possible. In the past years, one of the most significant external motivators for the students in the eighth grade was the National External Assessment in English Language. Nevertheless, the current situation is different. As a result, a very important part of my work is finding the right means of motivation for my teenage students. Some of the obstacles and the solutions to overcome them are going to be discussed by the presenter

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Friday – June 14th, 2024

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17:30 – 17:45 | Break

Time to socialize and get ready for the opening plenary!

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**17:45 – 19:00 | SCELТ forum Opening Plenary:**

**Grzegorz Spiewak – Drill with a Thrill (Macmillan) | [Balance](#)**

Revision exercises, in spite of their obvious benefits for long-term retention, can easily become mechanical and monotonous. Hence the bad press for the concept of drilling. And yet – in view of everything we know from the science of learning – drill we must, to ensure our students' long-term success. This said, we also know that not all types of language drills are equally effective. In this talk, I offer an approach to revision and consolidation activities that goes well beyond rote, shallow repetition and involves a considerable amount of deep(er) processing of target language. The selection of activities presented, all tried-and-tested with teenagers in diverse classroom conditions, include a strong element of thrill – surprise, amusement, as well as genuine learner engagement.

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**19:00 – | Reception (dinner) and International evening |**

Wine & Dance | [University Canteen ŠDI](#)

Saturday – June 15th, 2024

**8:30 – | Registration**

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**9:00 – 10:00 | SCFLT forum Plenary | Balance**

**Claudia Molnar – SEN, ASD, ADHD. What does it all mean?** (MM Publications)

Revision exercises, in spite of their obvious benefits for long-term retention, can easily become mechanical and monotonous. Hence the bad press for the concept of drilling. And yet – in view of everything we know from the science of learning – drill we must, to ensure our students' long-term success. This said, we also know that not all types of language drills are equally effective. In this talk, I offer an approach to revision and consolidation activities that goes well beyond rote, shallow repetition and involves a considerable amount of deep(er) processing of target language. The selection of activities presented, all tried-and-tested with teenagers in diverse classroom conditions, include a strong element of thrill – surprise, amusement, as well as genuine learner engagement.

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**10:00 – 10:15 | Break**

Time to look around and choose a session!

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**10:15 – 11:00 |**

**Grzegorz Spiewak (Macmillan) | Balance**

**How to get your teenagers involved through multisensory learning (SEC)**

Images, video and audio content are all readily available in educational materials, and online tools enable students to respond and collaborate using various sensory modes. But how can we make the most of these media and tools, along with written texts, to enrich our students' learning experiences? This is where this practical session comes in. We'll try out a range of activity types, all tried-and-tested with real teenagers, to demonstrate how we can increase students' sensory engagement, and thus maximize learning success with upper primary learners.

**Peter Holly – How to change the world-one lesson at a time (CLIL) | Humanity**

This interactive workshop will focus on sustainability and 'green' issues, why they are relevant to our learners today, and how we can incorporate language activities on this subject easily into our teaching – at any age and language level. With an environmental crisis affecting almost everything we do, there is no time like the present to introduce this topic into our teaching. But what can we do specifically in ELT? What can we do right now in our classrooms? I firmly believe that there is no more important topic for us, as educators, to address at this time with our learners.

**Eva Balážová – Activities for Grammar Training (YL, PRIM) | Synergy**

In this workshop we will look at the examples of „teaching grammar“ and „training grammar“. The two different actions in the class bring significantly different outcomes. Get inspired by the bank of practical activities for training grammar that lead to fluency and accuracy in speaking, writing and interaction.

## Saturday – June 15th, 2024

10:15 – 11:00 |

Gabriella Veber – Ready, steady, go! (SEL, SEC, DRAMA) | **Growth**

Having fun while developing students' spoken competency? Absolutely! In this practical, hands-on workshop we will look at ways to boost teacher and learner motivation by some tried and tested improvisational drama techniques transformed into EFL activities. Many times have they helped maintain a positive, cooperative atmosphere in class after a period of 'proper' learning.

Barbara K. Horvath –

Developing social competencies in the EFL classroom (SEL, SEC) | **Inspiration**

Social competence refers to an individual's capacity to engage effectively with others in social environments. As posited by Zsolnai (2018), variations in children's competencies can significantly influence their interactions both within and beyond educational institutions. Consequently, educators are tasked with the responsibility of nurturing these competencies within their teaching practices. The integration of experiential learning activities within the context of an English language classroom can offer a platform to tackle various pertinent issues. This interactive workshop aims to explore, evaluate, and analyze an activity designed to promote cooperation, tolerance, communication, and group unity.

11:00 – 11:30 | Break

Grab a coffee and have a chat with other participants

11:30 – 12:00 |

Gabriela Lojová – Are we (still not) learner-centered? Why? (ALL) | **Balance**

The learner-centred approach has been here for decades. However, it is only slowly trickling down to our schools. Why is this so? Do teachers fail to understand the depth of LC principles? Does it require too much of a change in their way of thinking? Are they burdened with traditional role models? Or do they find it too difficult and not worth the effort? In this talk I will examine the reasons for this based on the latest research and my experience as a teacher and teacher trainer.

Marcin Stanowski | **Humanity** |

Public speaking to boost students' balanced development (SEC, SEL)

Unlocking the potential of every student lies in nurturing their self-confidence and public speaking is a potent tool in this endeavor. In this talk we will delve into the transformative power of public speaking to cater for students' self-assurance. Through practical strategies and in-class examples, I will show how to cultivate a supportive environment where students feel empowered to express themselves articulately and confidently. By equipping students with this invaluable skill, not only do we enhance their academic success but also lay the foundation for their future personal and professional growth.

Anna Jančová – Habits of Success (SEL) | **Synergy**

In today's educational landscape, engaging students and promoting positive behaviours are more crucial and challenging than ever. British educator Harry Fletcher-Wood has pioneered innovative applications of behavioural science in the classroom, offering practical strategies for enhancing student motivation and managing classroom dynamics effectively. This talk will delve into a selection of Fletcher-Wood's most impactful ideas, showcasing how teachers can leverage behavioural science techniques to foster a more conducive learning environment. Attendees will leave with actionable insights and techniques to implement in their own classrooms, transforming everyday educational challenges into opportunities for student growth and engagement.

## Saturday – June 15th, 2024

11:30 – 12:00 | [Growth](#) |

Rakesh Bhanot – What Shall I Do On Monday Morning? (SEC, ADULTS)

Conference presentations can be theoretical but here I want to share practical activities that you can try out without too much preparation.

Ana Radic – Using TikTok as a teaching tool (SEC, DRAMA) | [Inspiration](#)

One of the primary goals of education is to enhance student engagement. As our students are already widely using TikTok why not use the benefits of this app? Think of TikTok as a high-speed train and as educators, it is time for us to get on board. TikTok can provide teachers and students with a renewed sense of imagination and creativity and develop critical thinking and problem-solving skills. In our workshop, we will guide you to safely and cautiously use TikTok and give you many ideas on how it can be an inspirational and innovative addition to your class.

12:00 – 13:30 | **LUNCH** | [University Canteen ŠD 1](#)12:00 – 12:30 **AGM and members' raffle** | [Balance](#)13:30 – 14:15 | [Balance](#) |

Claudia Molnar (MM Publications) – ADHD Please pay attention! (SEN)

With the rise in individual differences among our learners, at a skills level, linguistic level, not to mention motivational level, add ADHD to the mix and we have many things to consider when planning engaging lessons. This workshop will shed light on the main considerations for ADHD learners, to ensure they are included in the active learning process.

Kamila Jančíková – Creative Writing (SEC, ADULTS) | [Humanity](#)

In the workshop of creative writing, we focus on what creativity is, what creative writing is, and the benefits of both, and we share various ideas for using creative writing in class, as well as for our own self-development and well-being. We try these ideas out, i.e. the participants write them down, boosting their own creativity to feel more confident to share with others. Creative writing is a wonderful opportunity to dive into the language, play with and explore your own imagination.

Lidiya Simak |

Tasks that foster real-life communication in class (SEC, ADULTS) | [Synergy](#)

It's often difficult to make students express themselves in English in class because it takes a lot of energy and effort. It is even more difficult when speaking and writing tasks are different from what happens in real life. In this session, we will look at different productive tasks and decide what the criteria are that make them communicative. We will look at coursebook tasks and fix the ones that do not spark communication in lessons.

## Saturday – June 15th, 2024

13:30 – 14:15 |

Olena Lysytsia –

Spicing up your grammar lessons with the primary school (YL, PRIM) | [Growth](#)

In this session we will look at why and how teaching grammar to children is different from teaching grammar to adult learners. We will also look at different ways of making your grammar lessons to the primary school learners more meaningful, memorable, engaging and, what's more important, more fun.

Eva Balážová –

English and Science in the primary classroom (YL, PRIM, CLIL) | [Inspiration](#)

This workshop shows an example of English language teaching integrated with Science. Teachers will see the technique of introducing new subject-specific vocabulary to 8 – 9-year-old pupils. Practical activities will demonstrate how understanding key words helps young learners to learn Science in English. The technique of content-based language teaching presented in this workshop makes language learning in the primary classroom meaningful, attractive, and real.

14:15 – 14:30 | Break

Time to look around and choose a session!

14:30 – 15:15 |

KEGA: Zuzana Tomas – Finding Meaning and Making Impact as an English Educator: Three Principles that Work (ALL) | [Balance](#)

Beyond teaching language, English teachers and teacher educators often help students discover unique professional opportunities and career paths, develop key soft skills and intercultural competencies, cultivate identities as global citizens, even become change makers. The presenter addresses three principles that help educators extend their traditional language teaching roles to a more aspirational, meaningful, and impactful pedagogical sphere. Practical examples from elementary, secondary, and adult teaching contexts are provided to showcase effective practices that result in students who are more invested in language learning and in teachers who find their work to be more fulfilling.

David Fisher | [Humanity](#) |

How to help students speak clearly (SEC, ADULTS, DRAMA)

Most teachers will at some point ask a student to speak up and talk clearly. However, school students are more often told to be quiet and in reality speaking clearly is something that needs to be encouraged and trained over a longer period of time. This practical workshop will point teachers to four things that they can use to help their students speak clearly and be understood easily.

Frank Prescott –

Using AI in the EFL classroom – finding the balance (SEC, ICT, AI) | [Synergy](#)

In this workshop we'll be thinking about how AI can be used effectively in everyday teaching in ways which will promote the language development of our students. We'll begin by doing a quick SWOT analysis of the most well-known AI apps and consider how we can match the affordances of these apps with the needs of our students in terms of their language skills. In the second half of the workshop, we'll sample some specific teaching ideas using AI and participants will have the opportunity to give feedback and share their own experience.

Saturday – June 15th, 2024

Roman Čančinov – Pronunciation matters –

Help your students to overcome pronunciation challenges (ALL) | [Growth](#)

Pronunciation might be one of the critical components of language mastery, especially when you learn English. It is often one of the most challenging areas for non-native speakers. English is known for its irregular pronunciations, which can be confusing for Slovak learners. In my workshop, we are going to look at some typical pronunciation issues concerning silent letters, homophones and their meanings, sounds not existing in our language, and irregular pronunciations that are against all the rules.

Ilona Šostroneková – Balance your students' mind-heart-gut (ALL) | [Inspiration](#)

Balancing wellbeing of students and our own seems to have been around and with us for some time now. How are you managing these in your daily educational life? What questions do you face answering, or are looking for answers, from your students, clients or your own? In this workshop, we will take a closer look at some Q&As, and share some practical techniques and activities to assist you, dear educator, on your valuable journey.

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**15:15 – 15:30 | Break**

Time to get ready for the Closing plenary and raffle!

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**15:30 – 16:30 | SCELТ forum Closing plenary:****Hugh Dellar – Making Magic in the EFL Classroom  
(National Geographic Learning) | [Balance](#)**

The real joy of teaching lies in the unexpected turns that lessons suddenly take, the stories, jokes and banter that suddenly burst forth from our students. Learning how to create the space in which this kind of magic can occur takes time and requires a keen focus on language. In this talk, I'll be unpicking the process.

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**16:30 – 17:00 |****Closing Ceremony and Raffle**

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Conference program - Sponsors



Thank you!

# SCELT forum conference, June 14-15, 2024

## **Andrews, Mark**

Mark Andrews has studied, lived, and worked in Central and Eastern Europe for 45 years. He works as a teacher trainer and lives in Budapest Hungary. Since attending a poetry writing workshop with the Irish poet Matthew Sweeney 15 years ago he enjoys writing poems and working with them with young people as a prompt to discuss current issues in the world. He has recently been teaching weeks in schools in different countries with "English in Action." and has taught at several summer schools in Slovakia and been at many Slovak teacher association conferences

## **Balážová, Eva**

Eva has devoted her broad teaching and teacher training experience to professional teacher development. She improved her qualification in ELT methodology courses in Exeter, Oxford and University of Leicester. She has trained teachers in a wide range of contexts, for different publishers, schools and also Erasmus + courses abroad. Her expertise comprises inclusion, reading literacy and CLIL. Currently she is mentoring teachers at RCPU Zvolen, Deva and Krupina.

## **Bhanot, Rakesh**

Rakesh Bhanot has been involved in various roles in ELT for over 50 years. Although retired, he continues to attend and contribute to ELT conferences all around the world.

## **Chynoradská, Jana**

PaedDr. Jana Chynoradská graduated in English language and literature and today is a sought-after expert in the field of communication and people development. She is the author of the Learn & Lead Innovation and its Development Lead. Jana also works as a trainer, mentor and project manager. With her approach to work and life itself, she inspires others to action and the development of lifelong learning and sustainable development systems. She has written three books, "I can because it's my life", "I choose because it's my life" and "The 9 Learn & Lead Principles of a Smart Person".

## **Čančinov, Roman**

Roman works as a methodology consultant and presenter for the distributor Megabooks in Slovakia. He gained his teaching experience whilst teaching teenagers at secondary school. Between 2007 and 2021 he worked as an ELT consultant and later as an Area Manager for Oxford University Press, Slovakia. He organized a lot of teacher trainings, seminars, conferences and workshops on the methodology in Slovakia, Italy, Kazakhstan, Austria, and in the Czech Republic.

## **Gleason, Matthew & Decker, Michael**

Matthew Gleason and Michael Decker are both English Language Fellows in Albania. The English Language Fellows program, sponsored by the US Department of State, places American English educators in educational institutions around the globe.

**Matthew Gleason** is currently teaching at Aleksandër Moisiu University in Durrës, Albania. He recently completed two terms as a TEFL Advisor for Fulbright Taiwan, where he conducted teacher training workshops for local English teachers throughout Taiwan and mentored English Teaching Assistants in their local school environments.

**Michael Decker** teaches English and trains pre-service teachers at the University of Tirana. He has been a teacher and teacher trainer for over twenty years and has worked in the United States, Georgia, Korea, Saudi Arabia, and now Albania. He believes in communicative teaching and loud classrooms.

## **Doláková, Sylvie**

Sylvie Doláková is a teacher trainer focusing on working with children aged 3 – 15, with more than 25 years of experience. She specialises in teaching English through art and stories, publishes books and story-based teaching sets for children (Pearson ELT Teachers' Award for best innovation). She presents at conferences and webinars all around the world, she has also worked as an ELT consultant (NILE Norwich, British Council etc.). Recently, she has published a few articles in IATEFL worldwide magazines and a PronSIG blog.

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## **Fisher, David**

David Fisher is the founder and director of The Bear Educational Theatre in Prague, the longest-running English theatre in the region. He has worked as an English teacher and teacher-trainer. He is also a professional actor with over fifty professional theatre and film credits. David specializes in taking practices from the world of entertainment and applying them to classroom teaching. He believes that teaching is more effective if it is entertaining.

## **Grasiani, Boryana**

Boryana Grasiani is an English language teacher at the First English Language School in Sofia, Bulgaria. She holds a master's degree in Financial Control and Financial Law, a bachelor's degree in Finance and Accounting in English Language and a postgraduate qualification for an English language teacher. She has been teaching students in the eight grade for three years. Her main interests are in EFL: motivation, classroom management, classroom culture and behaviour management. She has also participated in school and municipal teams for preparation, examination and assessment of English language olympiads. She is interested in students' needs and adapts the language material to the specific student's level.

## **Holly, Peter**

Peter Holly has over 40 years of experience in ELT and education, having taught, trained and managed overseas all his life since university undergraduate studies in the UK. He has had full-time assignments in Sudan, Hungary, Bahrain and the UAE – working with the British Council, Ministries of Education, and several ELT publishers. He now works as a freelance trainer and teacher – teaching learners of all ages general English and Business English online, and face-to-face in Kaposvár, south-west Hungary. He has delivered training workshops and plenaries in over 20 countries worldwide.

## **Jančíková, Kamila**

I have been teaching English and German since 2006. In the last decade, I have focused only on teaching adults, mostly in corporate courses. Besides teaching, I have translated a lot for various clients, including one of the nicest projects I cooperated on, namely PISA. I am a big ambassador of reading and writing, especially creative writing. I write poetry myself, and I write in three languages. My German poems have been published in two books (as a guest author), the third book is in progress (also in German, as a co-author).

## **Jančová, Anna**

Anna Jancova is an experienced educator, known for her roles as a teacher, lecturer, and mentor. She harbors a deep interest in evaluation and assessment methodologies, alongside a passion for integrating cutting-edge technologies into the educational process. As the host of the "Edužur" podcast, Anna features engaging discussions with distinguished figures in Slovak education, covering a variety of topics from innovative teaching methods to educational policy. She is also the author of "Pomaličky," a collection of reflective short texts that explore the nuances of everyday life through a thoughtful lens. Her contributions to the field were recognized nationally when she was named a Top 10 finalist in the "Teacher of the Year Slovakia 2021" (Učiteľská osobnosť Slovenska 2021).

## **Jelinek, Martin**

Martin Jelinek is the founder and owner of Bright House Language Institute which focuses on teaching and learning innovation, communication and presentation skills. Martin has 20 years of experience teaching in Europe and Central America and besides running his own business, he works as an assistant lecturer at University of Presov and is also an active Cambridge Oral Examiner. Martin is listed with Macmillan Education as a freelance Teacher Trainer and regularly delivers talks/workshops at venues at home and internationally.

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## **K. Horvath, Barbara**

Barbara K. Horváth is an EFL teacher with over two decades of experience. She holds a BA in English Language and Literature and a Communication Specialist diploma. She received a postgraduate degree in Assessment of Reading Comprehension from the University of Szeged and an MA from the University of Pannonia. She completed her PhD in English Language Pedagogy at Eötvös Loránd University and is currently a part-time lecturer in the Department of English Language Pedagogy. Her research interests include cultural and multicultural issues, such as diversity, segregation, integration, inclusion, and experiential pedagogy in ELT.

## **Krýslová, Natália**

Natália Krýslová, a teacher-beginner since 2022, brings Chemistry and English (and Chemistry in English) to life in a Bratislava gymnasium. From laid-back language schools to navigating the high-energy demands of teaching Chemistry in English and helping students gain C1 proficiency, she's on a mission to make learning as engaging as the latest TikTok trend. Balancing the chaos of molding young minds and maintaining a social life, it's an educational adventure, mixing beakers, books, friendships, and flashcards in a sometimes explosive, always entertaining way.

## **Liashko, Natalia**

Holding a BA in English studies, Natalia has been teaching English for 19 years to students of different ages and levels. She is a highly qualified teacher trainer in Ukraine and abroad. Among her achievements there are international qualifications such as CELTA, DELTA, IH-CYLT, TKT, CAE, etc. Natalia is a frequent speaker of international conferences delivering practical workshops to teachers in the UK, Poland, Slovakia, Greece, Moldova and other countries. She is also an International Speaking Examiner and a neurolanguage coach. Her motto in teaching is "every difficult student is a sharpener to teacher's professionalism".

## **Lojová, Gabriela**

Gabriela Lojová is a professor at the Department of English language, Faculty of Education, Comenius University in Bratislava. In her research and teaching, she focuses on English grammar, teacher training, as well as on the psychology of foreign language learning and teaching with the aim to develop the pedagogical-psychological-linguistic thinking of teachers in light of the latest developments in psychology and neuroscience. She is the author of many professional articles and publications and has presented the results of her research at numerous conferences in Slovakia and abroad. For years she has participated in national and international projects.

## **Lysytsia, Olena**

Olena has been teaching English for about 24 years already. During her teaching career she has taught a wide range of ages starting from 3 years old and a wide range of courses including General English, Business English and English for Specific Purposes. Olena has been a teacher trainer for about 15 years specialising in teaching VYLs, YLs and Teens and has written teacher developmental courses focusing on teaching primary learners and teens as well as exam preparation classes. She has also given workshops at international conferences in Spain, Portugal, Malta, Czech Republic and Turkey. Olena is a CELTA trainer and a Cambridge Speaking Examiner, too.

## **Plant, Vicki**

Vicki Plant graduated in Computing and Mathematics and started her working life in the IT industry, both technical and as a manager, working on projects in London and Europe. Since moving to France in 2008 she has transitioned to teaching English and has taught business English to students, both in-person in France and online in various European countries. Holding both a certificate and diploma in TEFL, she has also recently qualified as both a Language coach and professional coach. She believes it is important to have balance in all areas of life, both personal and professional.

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## **Prescott-Pickup, Francis**

Francis J. Prescott-Pickup gained his first teaching qualification in 1993 (PGCE in English, University of Heriot Watt) and has been teaching English ever since, first of all in secondary schools in Edinburgh and from 1995 in private schools and at university in Hungary. He is now an assistant professor in the Department of English Language Pedagogy at Eötvös Loránd University, Budapest. He also served for seven years on the organising committee if IATEFL-Hungary (now TESOL Hungary).

## **Radic, Ana**

Ana Radic is an English teacher from Serbia. She has been teaching for the past 18 years. She has actively participated in numerous seminars on various topics like teaching drama, integrating technology into lessons, media literacy, inclusion in class, etc. Engaging with diverse groups of children and continually acquiring new knowledge has prepared her to be a speaker because she feels she has something to say. Besides teaching, she has organised many events and participated in various projects. For the past 5 years, she's been an active Elta member and a speaker at some conferences. She has completed the Eve Mentoring Programme.

## **Simak, Lidiya**

Lidiya Simak has been teaching for 20 years now. She has experience of teaching young learners, teenagers, and adult in different contexts (general English, exam preparation, ESP). She works as a YL DOS, a CELTA trainer and a course writer for Grade Education Centre. Lidiya likes to explore the psychology and biology of the process of language learning. She also likes reading and runs a book club at Grade.

## **Šostroneková, Ilona**

When Ilona found SCELT, she says, it has become her professional home. And, thanks to her unquenchable desire to find the best paths, it led her to Neuroscience and the importance of understanding how the brain works, how important the harmony of the brain-heart is. This life-long journey is fascinating, and Ilona is loving what she is doing. Born in Czechoslovakia, earned her Master's degree in Brno, Masaryk University...and has been devoted to her CPD ever since. Ilona gained experience in both ELT and Testing, and has recently become a Licenced Trainer – Neurolanguage Coaching® Course Certification.

## **Stanowski, Marcin**

Marcin Stanowski is a public school teacher, psychologist and trainer. Has been training teachers around the world since 2010. Forever caring for teachers' well-being. Hooked on public speaking. Currently interested in fostering key competencies in ELT classes, critical thinking and media literacy.

## **Straková, Zuzana**

Zuzana Straková is an ELT lecturer and a teacher trainer. She has been working with pre-service trainees, trainers and in-service teachers as well as teaching her classes at an elementary school. She works as a professor at the Institute of British and American Studies at the Faculty of Arts, University of Presov in Slovakia. Recent years of her research have been devoted to teaching English to young learners, developing learner agency and critical thinking. She has supervised several successful projects with this orientation. She has conducted numerous lectures, seminars and workshops for pre-service and in-service English language teachers.

## **Thomas, James**

James Thomas was the head of MA TESOL at Masaryk University for 8 years and Visiting Professor at Webster University in Tashkent. He continues to work as a freelance trainer for British Council while writing and publishing ELT materials for teachers and students. His current work focuses on metacognitive skills related to vocabulary teaching and learning. He won an ELTon for his Global Issues in ELT.

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## **Tomaš, Zuzana**

Dr. Zuzana Tomaš is a Professor of ESL/TESOL and a facilitator of the Academic Service-Learning (AS-L) seminar for faculty at Eastern Michigan University. She is also a Fulbright scholar who has presented her scholarship at numerous conferences and conducted teacher professional development workshops in ten countries. Dr. Tomaš is a co-author of three books and over thirty articles and book chapters on multilingual literacy pedagogy, service-learning, global citizenship, and teacher education.

## **Veber, Gabriela**

I graduated from ELTE in 1990. Since 2006 I have worked as an accredited Euroexam (B1-C1) and an advanced level Matura examiner too. I became a mentor in 2013 and the vice-president of the National Association for Language Teaching and Examination in 2020. Currently I teach at Pázmány Péter Catholic University. As a trainer I started in 2015 with workshops on how to help my colleagues enhance efficacy mixing traditional and online materials. With the arrival of the Covid crisis I showed colleagues how to obtain the best result using online platforms. I introduced them Edpuzzle, Quizlet, Quizizz, Biteable, Kahoot, LearningApps, ISLCollective and Genially. This was a 3-part series, with a special focus on how to adapt others' creations and how to take their first steps to start developing their own educational materials. I have also provided tips on how to maintain a good balance between on- and offline activities. From then on, I have been trying to support colleagues adapt to the challenges of (a)synchronous teaching and offering tips in task-based learning as well as online exam preparation.

## **Wienk, Eduard**

Originally, from the Netherlands, he founded his own language school in Bratislava in 2000. For more than 20 years, he has been trying to satisfy his inner child by teaching children and organizing English camps. And now, as a mentor and training facilitator, he gets to play with teachers too.

## **Wyatt, Emma**

Emma has been an EFL teacher for over 11 years now. Working in England, Spain, the Czech Republic, and now Slovakia, she has been a member of The Bridge English Language Centre's teaching staff for nearly 5 years. By becoming an accredited EMCC Coach, she has added coaching techniques to her repertoire of teaching tools and feels that they have greatly aided in her ability to help students achieve their learning goals.