26th International IATEFL Poland Conference
International Association of Teachers of English as a Foreign Language in Poland

BIELSKO-BIAŁA
15 – 17 September 2017

CONFERENCE PROGRAMME

Delegate’s Name

The Organising Committee:
IATEFL Poland
www.iatefl.org.pl

www.iatefl.org.pl
26th International IATEFL Poland Conference
Bielsko-Biała, 15 – 17 September 2017

CONFERENCE PROGRAMME
Bielsko-Biała 2017

Conference Organising Committee:
Centralne Biuro Organizacji 26. Konferencji IATEFL Poland
Anna Rogalewicz-Gałucka, Natalia Rogalska

Lokalne Biuro Organizacji 26. Konferencji IATEFL Poland
prof. ATH dr hab. Marek Bernacki
Dziekan
Wydziału Humanistyczno-Społecznego
Akademia Techniczno-Humanistyczna
w Bielsku-Białej

Conference Management System v2.1.1. by Mariusz Bartosik

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I am delighted to report that this year has been full of important, high profile events and new ventures. This would not have been possible without the commitment and efforts on the part of all Committee Members, Review Committee Members, Regional Representatives and SIG Co-ordinators. I can also report that we have two new people on board – Marcin Stanowski, the Global Issues SIG Co-ordinator, and Roman Ociepa, the Bielsko-Biała Region Representative. It is also necessary to mention that our work is supported by a whole host of volunteers who continuously devote their spare time and energy to help promote IATEFL Poland. Let me take this opportunity to thank all of them for their dedication and their contributions.

Annual conferences are the main activity of the Association. The 25th IATEFL Poland Conference in Szczecin last year was a huge success due to the high standard of plenaries, workshops and other presentations, with a rich programme of evening entertainment which was highly appreciated by all the attendees. I should also highlight the excellent organization of the event. My special thanks go to Anna Rogalewicz-Gałucka, Natalia Rogalska (Central Conference Committee) and Andrzej Obstawski (Local Organiser) who made the conference a memorable experience.

The activities of IATEFL Poland are not limited to annual conferences. In the past year there have also been many local IATEFL events. I am extremely happy that our new and already active Global Issues SIG has been established by Marcin Stanowski, and that the Business English (BESIG) is being revived by Geoff Tranter who is acting Co-ordinator. You can find details about the workshops, training sessions and mini-conferences in the Secretary’s report. However, I would like to draw your attention to the following events:

• the 4th IATEFL Poland ESP SIG Conference "Practical Training Strategies in the ESP Classroom" organised in Lublin by the ESP SIG Co-ordinator Joanna Rączkiewicz, and Sławomir Nowikowski, the Lublin Region Representative, with 25 presenters from Poland and abroad,

• Global Inspirations – "Through English to understanding of the world", an event organised by Marcin Stanowski, the Co-ordinator of the newly established Global Issues SIG and Dorota Chromińska, the Warsaw Region Representative, with experts on global issues representing diverse organisations and institutions, and

• a tour by Mark Andrews who gave live lessons and delivered an interesting presentation about changes in the English language, an event planned and organised by Agnieszka Mirowska, the Teacher Training Co-ordinator.

Words of appreciation should also go to Małgorzata Zdybiewska, the Culture in ELT SIG Co-ordinator, who was the mastermind behind a new venture – a course of English for Senior Citizens, which took place in Cieplice in June. The course participants not only improved their language skills, but were also able to explore the cultural heritage of English-speaking countries.

All the aforementioned events, which involved a great deal of enthusiasm, determination and effort on the part of the organisers in inviting top experts and preparing interesting programmes, attracted a large audience and received a high rating.

Apart from the workshops and training sessions for teachers, IATEFL Poland has organised a Public Speaking Contest for students of lower and upper secondary schools. The competition entitled: "Europe – your hopes" brought together students from various parts of Poland, who took part in the qualifying rounds in Bielsko-Biała, Gdańsk, Lublin and Wrocław, and demonstrated their skills in language and expression. I cordially invite you all to attend the final of this Public Speaking Contest on Friday, September 15th, when the winners of the local competitions will be competing for first place.
These events have also contributed to the promotion of our association, which has always been our main priority. IATEFL Poland is one of the largest teachers associations in Poland. However, the committee members think it should in particular be promoted amongst new teachers from all types and levels of schools nationwide. We have this year taken a small step forward in this direction, and now thanks to Marcin Stanowski, you can follow what is going on in the Association on Facebook and Twitter. Here I should also mention Peter Whiley, our Newsletter Editor, and thank him for his tremendous work in the production of informative and witty e-bulletins which provide our members with information about IATEFL Poland activities.

Personally, I believe in the value of face-to-face contacts, and so when I was invited to attend a training session at Powiatowe Centrum Pomocy Psychologicznej i Doskonalenia Nauczycieli in Głogów, I did not hesitate one moment, and went there to present the activities of IATEFL Poland. I would urge you all to spread the word as widely as you can about the association you are a member of, since IATEFL Poland is the organisation of teachers, for teachers and by teachers.

In the past twelve months, we have maintained and strengthened our ties with IATEFL World and other sister organizations, and have signed new partnerships (e.g. with the Michigan Teachers of English to Speakers of Other Languages Association). Here I would like to express my appreciation to Marta Bujałkowska, our tireless Liaison Officer whose work has resulted in a large number of contracts with partner associations from all over the world. International relations have always been one of our top priorities. We invite representatives of partner organisations to our conferences, and we send representatives to events they organise. In the year which has elapsed, representatives of IATEFL Poland have attended a number of conferences organised by: IATEFL World (A. Rogalewicz-Gałucka, M. Cyranowska and A. Gałązka), MISSUA/ACTER, Czech Republic (M. Bujałkowska), IATEFL Slovenia (P. Lazaronek), TESOL France (M. Bujałkowska), TESOL Macedonia-Thrace, Northern Greece (M. Iznaber, H. Zięba), ELTA Serbia (M. Wasilewska). They delivered presentations, strengthened our contacts and promoted IATEFL Poland at the international level. In March, I personally attended the 51st TESOL Convention in Seattle, and met our new partners from MITESOL.

We have also started cooperation with "EFL TALKS" and the American Embassy, which resulted in workshops organised jointly by IATEFL Poland and the American Consulate in Cracow. I am happy to inform you that IATEFL Poland has now signed a partnership agreement with SERMO, and has maintained contacts with PASE, both of which are associations which strive for promotion of quality in language teaching in Poland.

Although I am pleased with what we have achieved this year I feel that there some areas we should still improve on, e.g.:

• making some Regions and SIGs more active
• improving effectiveness in the promotion of the association
• continuous membership growth
• solution of a pending VAT question

I would like to finish my report by stating that I am very fortunate to be working with a team of dedicated committee members: Andrzej Obstawski (Vice President), Dorota Chromińska (Conference, Website and Newsletter Co-ordinator), Marta Bujałkowska (Liaison Officer), and Geoff Tranter (Promotion, Information & PR). I would like to thank them all for their commitment, hard (unpaid) work and contributions. My special thanks also go to Anna Rogalewicz-Gałucka (Chief Administrative Officer), who efficiently deals with IATEFL matters on a daily basis. Last but not least, I would like to express my deep gratitude to Danuta Sołtyska, the Treasurer, and Elżbieta Jarosz, the Secretary, for their excellent work for IATEFL Poland, and, more importantly, their expertise and the continuous support that they have given to me in my first year of office.

Joanna Leszkiewicz

IATEFL Poland President
Thank you to our Sponsors:

IATEFL Poland would also like to express their appreciation to our sponsors for generous contributions and support:

Patronage:

Ministerstwo Nauki i Szkolnictwa Wyższego
GENERAL INFORMATION

Welcome
Welcome to the 26th IATEFL Poland Conference in Bielsko-Biała. The annual conference is best known for its friendly and relaxed atmosphere, where foreign language teachers from Poland and abroad are able to network, discuss and socialise.

Conference Venue:
University of Bielsko-Biała

Programme Changes
Changes made to the programme during the conference will be displayed on the notice board at the Conference Centre and on the Conference website www.iatefl.org.pl.

Badges
The colour of the name badges should enable you to identify people who can help you during the conference. The system is as follows:
- green – participants
- dark blue – conference organisers and monitors
- cyan – IATEFL-PL Committee Members
- yellow – exhibitors and visitors
- red – one day registration

You are kindly requested to wear your badge during the conference all the time. You have access to all events during the conference. Please note the room capacity for each session. Access to sessions is strictly by badge and is on a first-come-first-served basis.

Registration
Your registration entitles you to access to all plenary sessions, talks, workshops, panel discussions and events in the social programme.

Access to sessions and social events is strictly by badge.

Registration Opening Times
The Registration Desk will be open:
- from 11:00 to 18:00 on Friday 15th September at the Conference Venue
- from 8:30 to 17:00 on Saturday 16th September in the Conference Office
- from 8:30 to 12:00 on Sunday 17th September in the Conference Office

If you arrive outside these times, please register the following day.

Certificates of Attendance
Pre-ordered certificates are given to delegates on arrival at the Registration Desk. If you need a Certificate of Attendance and have not ordered one, please leave your name at the Registration Desk (or Conference Office), and it will be sent to you after the conference.

Messages
Message boards will be located in the Conference Centre. You are welcome to leave messages for other conference participants.

Exhibitors
Please visit and revisit stands of leading publishers, shake hands with authors whose names you know from coursebook covers. The exhibitors have prepared a lot of attractions including quizzes, puzzles and hot news with splendid prizes, especially during Happy Hour on Saturday 14.00-15.00.
Exhibition opening times:
Friday, 15 September  13.00-18.00
Saturday, 16 September  09.00-18.00
Sunday, 17 September  09.00-12.00

Talks and Workshops
There is a monitor in each room. Please remember that arriving too late may exclude you from participating in the sessions.
Dear Speakers: please start and finish on time; the monitors are there to help you with time-keeping. We would also like to remind you that the time allotted to your presentation includes questions and must not be extended.

Speakers Quiet Room
Dear Speakers, you can sit and work in the Internet café on the 4th floor.

Internet Café
The Internet Café will be available on the 4th floor.
The Internet Café opening times:
Friday, 15 September  16.00 – 18.00
Saturday, 16 September  11.00 – 13.00 and 15.00 – 17.00
Sunday, 17 September  10.00 – 12.00

Catering
Tea and coffee will be served in the conference venue during the breaks. Look for special signs.
**Lunch and evening meal tickets are only a available to participants who paid in advance.**

**Lunch**

**Packed lunches** will be available for collection just next to Registration desk at the following times:
Friday  12.00 – 13.30
Saturday  13.00 – 14.00
Sunday  11.00 – 12.00

**Lunches** – for delegates who pre-booked before arrival – will be available in the Conference Canteen:
Friday  12.00 – 13.30
Saturday  13.00 – 13.45 & 14:00 – 14:45
Sunday  14.30 – 15.30

**Prize Draw**
The Prize Draw will take place on Sunday 17th September during the Closing Ceremony.
Every person who has completed and handed in the Conference Feedback Form included in the Conference Programme, and is present at the prize draw, can win one of the great prizes provided by our sponsors.

**Conference Photography**
The conference photographer will be taking photos for use in the post-conference E-Bulletin, on our website. If you do not wish your photograph to be used, please inform the photographer at the time. The photographer will be seeking permission before photographing individuals.

**Just to remember**
Smoking is not permitted in any of the session rooms, or conference hall.
You are kindly asked not to enter the session rooms or conference halls with food and hot drinks.

**ANNUAL GENERAL MEETING**

**Come to AGM**
The IATEFL Annual General Meeting will be held in Room 120 on Saturday at 13.30.
All members are invited to attend. AGM reports are located on page 91 and The AGM Agenda on page 90.
**EVENING EVENTS**

**Friday 15th September**  
**18.40 – 19.40**  
**Should I Stay or Should I Go – Educational Theatre Show**  
Lenka Fisherova, David Fisher, Mark Andrews  
This original show follows a girl from Eastern Europe who travels to England to learn about her deceased father. It combines elements of drama, British Studies, and dramatherapy to provide a uniquely stimulating educational experience for teenagers who are at a crossroads moment in their own lives, wondering who they are and if they should stay at home or go and find new experiences.

**Saturday 16th September**  
**Morning RUN at 7.00 at the Conference Venue**  
**19.15**  
**Evening Meal**

**20.00**  
**Concert "Żmichowska Śpiewa"**
Students performing for Teachers!

Accompanying the evening meal on the Saturday evening, will be a concert performed by a very talented musical team of students, ‘Żmichowska Śpiewa’. The teenagers (16-18) all attend Secondary School nr. 5 named Narcyzy Żmichowskiej in Warsaw. They have won many competitions, including some abroad, and certainly deserve to play in front of a supportive IATEFL audience in Poland. It will be the ideal forerunner to the adult package of skills on offer at the ‘Pass the Mic’ event, which will follow the concert at 9pm. It’s great that students and teachers will be performing at the conference, showing us a different side to their classroom guises.

Projekt "Żmichowska Śpiewa"


Saturday 17th September
21.00 – 22.30

"Pass the Mic" event

Teachers performing for Teachers

Everyone is strongly talented in some way, and capable of enchanting all the audience on the Saturday evening of the conference.

Come and see how many teachers are gifted singers, poets, comics, dancers, or musicians.
# TIMETABLE BIELSKO-BIAŁA 2017 IATEFL POLAND CONFERENCE

## FRIDAY, 15 SEPTEMBER 2017

<table>
<thead>
<tr>
<th>WHEN</th>
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<tr>
<td>09.00 – 10.30</td>
<td>Pre Conference Event</td>
<td>See the programme</td>
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<tr>
<td>10.30 – 10.50</td>
<td>Coffee break (20 min.)</td>
<td>Conference Venue</td>
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<tr>
<td>10.50 – 12.20</td>
<td>Pre Conference Event</td>
<td>See the programme</td>
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<tr>
<td>11.30 – 13.00</td>
<td>Public Speaking Contest</td>
<td>Aula</td>
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<td>12.00 – 13.30</td>
<td>Lunch</td>
<td>Conference Canteen 3rd floor</td>
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<tr>
<td>13.30 – 14.00</td>
<td>Opening ceremony (30 min.)</td>
<td>Main Lecture Hall Aula A1</td>
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<td>14.00 – 15.00</td>
<td>Opening plenary sessions</td>
<td>Lecture Halls Aula &amp; Room 120</td>
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<tr>
<td>15.15 – 16.15</td>
<td>Talks/Workshops (60 min.)</td>
<td>See the programme</td>
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<tr>
<td>16.15 – 17.20</td>
<td>Talks/Workshops (40 min.)</td>
<td>See the programme</td>
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<tr>
<td>17.30 – 18.30</td>
<td>Talks/Workshops (60 min.)</td>
<td>See the programme</td>
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<tr>
<td>18.40 – 19.40</td>
<td>The Bear Educational Theatre &amp; SOL Show</td>
<td>Aula</td>
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## SATURDAY, 16 SEPTEMBER 2017

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<td>Plenary sessions (60 min.)</td>
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<td>Coffee break (20 min.)</td>
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<td>11.35 – 12.35</td>
<td>Talks/Workshops (60 min.)</td>
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<td>13.30 – 14.10</td>
<td>IATEFL Poland Annual General Meeting</td>
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<td>Lunch</td>
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<td>HAPPY HOUR for Exhibitors</td>
<td>Conference Venue</td>
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<td>15.00 – 16.15</td>
<td>Plenary session &amp; Debate</td>
<td>Lecture Halls Aula &amp; Room 120</td>
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<td>19.15 – 20.00</td>
<td>Evening Meal</td>
<td>Conference Venue</td>
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<td>21.00 – 22.30</td>
<td>Concert</td>
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<td>Open Mic Show</td>
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## SUNDAY, 17 SEPTEMBER 2017

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<td>Prize Draw</td>
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<td>13.30 – 15.30</td>
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<td>Conference Canteen 3rd floor</td>
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Happy Hour
Saturday 14.00-15.00 Conference Venue 1st floor
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Business and Medical English Services:
BMES (Business and Medical English Services) will be holding a ‘prize draw’ during the Happy Hour. Author Ian Badger will present the winners with signed copies of Business English Phrases with Polish translations (BMES Books), Collins English for Business Listening, Collins English for Life Listening B2 and Flash on English for Business Conversations (Eli Publishing). Powodzenia!

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<th>Stand</th>
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office@iatefl.org.pl, tel. (+48) 503 017 030  
www.iatefl.org.pl |
| 2     | Macmillan Polska sp. z o. o.  
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www.macmillan.pl |
| 3     | Cambridge University Press  
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LET’S DEBATE!

Debate 1
"Nowe CEFR – rewolucja w dydaktyce językowej?!"

Venue: Room no. 120  When: Saturday the 16th of September 2017  Time: 15.00

Presenter: Dr Waldemar Martyniuk, Dr Marcin Smolik, Dr Grzegorz Śpiewak

Dobiegają końca prace zespołu ekspertów Rady Europy, których celem jest szczegółowy opis mediacji – piątej obok mówienia, pisania, rozumienia ze słuchu i czytania sprawności językowej przedstawionej – dotychczas jedynie w zarysie – w Europejskim systemie opisu kształcenia językowego (ESOKJ). Powstał pełniejszy teoretyczny opis tej sprawności, testowane są wyskalowane zestawy przykładowych wskaźników biegłości. Zapraszamy do rozmowy na temat konsekwencji, jakie z tych prac wynikają dla uczenia się, nauczania i oceniania biegłości językowej.

Debate 2
‘BOOK OR NO BOOK’

Venue: Room no. 120  When: Sunday the 17th of September 2017  Time: 12.40

Teachers of English are constantly confronted with new approaches and techniques. Some of them call for abandoning traditional coursebooks as they seem to be an obsolete tool in the 21st century. What is the rationale then for abandoning coursebooks? What is the rationale for keeping them in the classroom? Would authentic materials be an suitable replacement for coursebooks? Should we base our teaching on role-playing games? The purpose of the BOOK OR NO BOOK debate is to answer these questions and examine the role of coursebooks, authentic materials and alternative materials in modern ELT.

The participants are Hugh Dellar (Lexical Lab, National Geographic Learning) – advocate for coursebooks, Joanna Łucka and Daria Domagała (Authentic Teaching) – advocates for authentic materials, and Monika Bigaj-Kisala (Empik School Rzeszów) – advocate for RPG and alternative materials. The discussion will be moderated by Roman Ociepa (IATEFL Poland). Active participation from the audience is strongly encouraged.
GLOBAL ISSUES SIG PRE-CONFERENCE EVENT

Friday, 15th September, 2017

Official Opening

9:00 am
Warm welcome

9:10 am
Why Global Issues? Why Global Issues SIG?

Margit Szesztay
Even warmer welcome by IATEFL President and the founder of Global Issues SIG at IATEFL UK.

Margit Szesztay has been involved in teacher education for the past 25 years. Her professional interests include learning through discussion, creativity in ELT, the teacher as educator, and building professional communities. She is currently President of IATEFL.

9:40 am
Trashed World

Aleksandra Zaparucha
Human ever-growing appetite for new products has led to a serious crisis on the globe. One way of dealing with it is the education of young generation on the causes and consequences of such pollution. One response is TrashedWorld / træʃtwə: ld / - an international school exchange program dealing with consumerism and its effects. If you care for the planet and the fate of its future generations come and join us to see what the program can offer you and your students.

Aleksandra Zaparucha is based in Toruń, Poland. She has almost 30 years of experience in Geography and EFL teaching, teacher training, examining, translating and materials writing, including well over 10 years of CLIL. Her international experience includes teaching at the Brussels Summer School for Bell, and teacher training in the UK and Albania, as well as in a number of Asian countries. She has been involved in a number of educational projects, including the Institute for Educational Research in Warsaw, Macmillan Polska and Tigtag CLIL. She contributes to magazines for teachers of English (Humanising Language Teaching, The Teacher) and Geography (Geografia w Szkole). Since 2005 she has been involved in organising and conducting an annual three-day CLIL training for Geography and History teachers in Toruń. In 2014 her geography workbook for lower secondary Earth and People 1 was nominated for the British Council ELTons Award in the category of Local Innovation.

10:30 am
How to use films to talk about important issues

Katarzyna Wiacek
Is it possible to use films to touch upon difficult and important issues with our students? I believe yes. There is a wide variety of short films which can serve this purpose and can be used both with beginner and advanced learners, younger and more mature students. The choice of the right film will make it possible to develop meaningful discussions as well as practise language skills. In this session you will watch 4 films and analyse tasks that can be used to involve your students before, while and after watching. The films will deal with topics such as empathy, death, dreams, creativity or women’s rights.
Katarzyna Wiącek is a teacher at Zespół Szkół Ekonomicznych in Mińsk Mazowiecki, Poland. She wants to show that English lessons are not only for talking about trivial topics, that’s why she includes subjects like tolerance, diversity and critical thinking into her teaching. Her another interest is the use of engaging methods to motivate students. She runs her own blog Enjoy English http://en-joyenglish.weebly.com/

11:10 am
Harnessing Creativity for Change

Julie Pratten Kacmaz
"You can't use up creativity. The more you use, the more you have." Maya Angelou

Heart ELT is the first charitable ELT publisher that provides resources, support and training for teachers working in difficult circumstances who may not have print or digital resources to hand. In this hands on session, we will give some practical examples of how to combine mindfulness and play to bring calm and flow to our classroom. We will explore how to harness creativity in the low resource classroom and write user-friendly materials in collaborative teams. We will use a selection of simple, yet unorthodox upsourced materials.

The activities can be used with all ages from young learners to adults, even for teaching business English. During the session participants will have the chance to create a resource for Heart ELT Publishing. Please note that the activities are suitable teachers who have a rich array of resources at their fingertips as stress-busting alternatives.

Julie Pratten Kacmaz is the founder of Heart ELT, a non-profit organisation incorporated in the UK that provides resources and support to children who cannot access education. Julie has taught for over three decades specialising in BE and soft skills and is the leading author of banking and financial English publications include 'Absolute Banking English' and 'Absolute Financial English' by Delta Publishing. She also developed the app Brighton Study Kit, a social initiative for the University of Brighton and Academic Flipwords, a free app which focuses on vocabulary from the Academic Word List.

In autumn 2015 Julie set up a safe learning space for Syrian refugees in Domiz refugee camp in Dohuk, Iraq. Six months later she launched Heart ELT Publishing, a non-profit organisation that publishes educational materials to raise funds for children who have little or no access to education and to provide support to teachers working in difficult circumstances.

In 2015 Julie’s publishing platform, Academic Study Kit was the joint winner of the BESIG David Riley Award for Innovation with ‘A-Z Business English’. Julie is a keen advocate of collaborative writing projects and has just started ‘Create and Collaborate’ Writing Retreats in Antalya, Turkey.

11:50 am
How can psychology help with helping?

Marcin Stanowski

Which elements of psychology should we adopt if we want to be succesful at promoting understanding between people? Why such concepts like Non-Violent Communication, Positive Psychology and Peer Counseling should be a part of National Curriculum? If we are to solve Global Issues, maybe its more reasonable to start with interpersonal ones?

Marcin Stanowski: I have been teaching EFL since 2001 and training teachers since 2007. I hold MA in English philology and psychology and work as a teacher and trainer for students and teachers. I am currently teaching at public High school in Warsaw, Poland where I teach general English, CLIL and manage a group of teachers of foreign languages. Since September 2016 I am a methodology consultant for Warsaw public school teachers of English. Recently I have been involved in teaching about global issues through English. Join Global Issues SIG at www.gisigpl.wordpress.com

Programme is subject to changes.
**PRECONFERENCE EVENT**

**ESP&BE SIG**

**Presenter: Geoff Tranter**

**Friday 15th September, 9.00 – 12.30**

*Problem-Shooting Strategies for Teachers of ESP and Business English*

In all areas of ELT teachers may encounter problems both in terms of content, methods and materials. There are however certain aspects of ESP and Business English courses that where specific problems can occur more than in general English teaching. For example, the question of content. How to teach for instance Technical English or Business English when you as the teacher are not really sure in terms of content. Or materials: English for Special Purposes and Business are more meaningful for the learners when authentic and up-to-date materials are used.

These are the questions that will be approached in this workshop, and the aim is to equip above all the less experienced ESP or BE teacher with strategies to give them more self-confidence in such situations and to enable them to plan their lessons more effectively.

Planning ESP and Business English Courses: According to Wikipedia "Business English means different things to different people", which is not a great help for teachers who wish to extend their teaching experience by entering the world of Business English. This practical Pre-conference Event aims to prepare intending or first-time Business English teachers for the job ahead offering a range of learner-centred teaching strategies that need to be incorporated into course planning. The aim is to provide a matrix for planning an effective and successful BE (or ESP) course.

**Geoff** has been involved for many years in Business English and English for Specific Purposes in further, adult and higher education. He has offered workshops at many IATEFL Conferences both in Poland and other European countries. He at present teaches English for Business and Technical English at Dortmund University.

**PSYCHOLOGY AND DRAMA SIG**

**Presenter: Prof. Alicja Gałązka**

**Friday 15th September, 9.00 – 12.30**

*Psychology of creativity in the ELT classroom*

"There's a wealth of talent that lies in all of us. All of us, including those who work in schools, must nurture creativity systematically and not kill it unwittingly." Ken Robinson

Creativity is one of the most exciting concepts in ELT. The attainment of creativity in the classroom is most probably dependent on teachers' own creative practices. However, these practices need not always be thought of as generating novelty out of nothing. One teachers' misconceptions about what constitutes creativity impede them from positioning themselves as creative practitioners (Xerri, 2013). The myth that creativity is only about creating works of art or enabling learners to be artistic is detrimental to teachers' efforts to be creative. As language speakers we are all creative individuals. It takes a lot of creativity for a child to acquire a language and for a learner to use the language they are taught. However, as language teachers we can be even more creative when we think of new possibilities for language teaching and learning. Being creative is not exclusive to using arts and crafts, poetry or film in language lessons. While lessons incorporating activities based on those media and genres have the potential to act as creative impulses for learners when the latter demonstrate an “ability to read with imagination, make connections”, create “metaphors and similes by way of explaining and interpreting” such texts (Vassallo, 2016, p. 95), the essence of creativity for teachers goes beyond classroom activities. Being creative means daring to do things differently, thus expanding the boundaries of what we know about teaching and learning in order to discover new worlds within the confines of our classrooms. In fact, Csikszentmihalyi (1996) defines the creative individual as "someone whose thoughts or actions change a domain, or establish a new domain" In a very practical workshop participants will be able to engage in a training of creative, divergent thinking, discover their creative potential and learn how to teach creatively for creativity.
MEET SOME OF THE CONFERENCE SPEAKERS  
(alphabetical order)

Hugh Dellar  
**Sunday 09:00 Room 120**  
*Making a real difference: interventions that maximize learning potential*

Hugh Dellar is a teacher and teacher trainer with over twenty years’ experience in the field. He is also the co-founder of Lexical Lab and co-author of two five-level General English series, Outcomes and Innovations (now in its second edition), both published by National Geographic Learning. His first methodology book, Teaching Lexically, came out via Delta Publishing in 2016.

Prof. Alicja Gałązka  
**Friday 14:00 Room 120**  
*Interpersonal Neurobiology – Why do we need relationship in life and in class?*

Prof. Nadzw. dr hab. Alicja Galazka Psychologist, linguist, a licenced coach and international trainer. An academic teacher, researcher, works at The University of Silesia in Poland and she is also a head of the Language Centre FUTURE in Poland. She is an author of over 100 articles published in Polish and English and an author of own method of teaching languages through drama Future Learning System based on cognitive psychology and neurology. She is an active member of IDEA, National Drama Association and IATEFL. She has been researching and practising drama for years. Her main interest is using drama in the ELT classroom in the neurological and psychological context. She is also a coordinator and participant of many international drama projects. Coordinator of two SIGs : Psychology in ELT and Drama in ELT in IATEFL Poland.

Jon Hird  
**Oxford University Press**  
**Friday 17:30 Room 131**  
*So, er, today I'd like to, er, talk about ... assessing speaking*

**Saturday 09:00 Room 120**  
*Extended Speaking in the Classroom*

Jon Hird divides his time between teaching English at the University of Oxford, writing ELT materials and doing teacher training both in the UK and overseas. He has a range of experience and interests, but with a particular interest in Grammar and English for Academic Purposes. In his free time, he plays the drums. For more information see jonhird.com.

Czesław Kiński, Jacek Łagun  
**Macmillan**  
**Saturday 11:35 Room 120**  
*Millenium Falcons - teaching the millenials in a no-nonsense way*

**Sunday 11:30 Room 120**  
*Straight to speaking success at Cambridge First/ Advanced*
Czesław Kiński
A graduate of the Teacher Training College in Olsztyn and the University of Gdańsk, Czesław is now an academic teacher and a PhD candidate at the University of Warmia and Mazury. His other professional affiliation is the English Perfect school of languages, where he’s worked as a teacher and an Assistant Director of Studies. Czesław is also an UCLES examiner, a speaker at IATEFL and PASE conferences and an author of ELT books and materials for Gateway, Interface and Voices series by Macmillan. With 20 years of experience in teaching all age groups and all levels, he’s never completely satisfied with his work and always looks for something new.

Czesław’s professional interests include public speaking, group dynamics and the influence of culture on language acquisition. In his free time, Czesław is an amateur guitarist, a marathon runner and a keen concert-goer. Married, with the lively and lovely Zuzia and Bartek completing the household. Finally, enigmatically as it sounds, he is quite often referred to as ‘the xero-brother’.

Jacek Łagun graduated from the Teacher Training College in Olsztyn in 1996 and acquired an MA from the University of Gdańsk in 2000. He has been teaching for over 20 years, starting from a group of 10-year-olds, moving on a year later to teach Grammar School students for three years. He has been teaching in English Perfect since 1997 where he was an Assistant Director of Studies from 2007 to 2012. His professional experience also includes being an UCLES examiner since 2003 and being a lecturer at the University of Warmia and Mazury since 2007. In 2016 he completed his PhD on the perception of taboo topics and lexical items amongst people aged 17-25. He is also an author of ELT books and materials for Gateway, Interface and Voices series.

Group dynamics and positive motivation as well as the use of controversial and taboo topics in teaching English comprise the main areas of his professional interests. In his free time he is obsessed with basketball being a ‘stat-rat’, a fan, an amateur player and a coach for a group of children aged 5 to 11. He also enjoys long-distance running – he has finished two marathons. He loves his wife and two sons. Finally, enigmatically as it sounds, he is quite often referred to as ‘the other of the two’ or ‘a Xero Brother’.

Hanna Kryszewska
Oxford University Press

Friday 15:15 Room 131
Using instrumental music in the Young Learners language classroom

Hanna Kryszewska is a senior lecturer at the University of Gdańsk and a teacher trainer in EU Teacher Training College. She is also a trainer on Pilgrims and University of Oxford summer schools, and editor of HLT website magazine. She is co-author of a number of resource books, a course book series and a teacher training video based course.

Radek Krzyżanowski
Oxford University Press

Saturday 11:35 Room 131
Teachers are from Venus, students are from Mars – a practical guide for teacher-astronauts.

Radek Krzyżanowski, MBA, a speaker, teacher trainer for Oxford University Press and a sworn translator. He studied at a number of universities such as London Guildhall University, University of Bristol, Graduate School of International Business of the Ecole Nationale des Ponts et Chaussées in Paris, University of Opole and University of Economics in Katowice. He also runs his own language school, which keeps him up-to-date with the latest trends in glottodidactics. Teaching Business English and exam preparation are among his favourites. His general interests include American literature and second language acquisition.
Tony Prince
NILE & Macmillan

Friday 15:15 Room 120
Teacher expertise: knowledge and practise. What we need to know and what we need to do.

Saturday 09:00 Aula 128
The What, Why, How and Will of Teaching and Learning
Tony Prince is an Academic Director at the Norwich Institute for Language Education. Having spent many years working on programmes preparing students for university study he is now principally involved in teacher training. He is lead tutor on the Norwich Institute for Language Education courses: “Teaching English for Academic purposes” and “Management in Language Education”.

Prof. Jacek Pyżalski

Sunday 09:00 Aula 128
7 Grzechów w Radzeniu Sobie z tzw. Dyscypliną w Klasie

Jacek Santorski
Pearson

Saturday 10:15 Aula 128
Dobre życie w konstelacji ustawicznych rekonfiguracji.

Russell Stannard
IATEFL/Express Publishing

Friday 14:00 Aula 128
Key technologies that are really impacting on teaching and learning

Saturday 12:45 Room 131
How you can use Edmodo to blend and flip your learning?
Russell Stannard is the founder of www.teachertrainingvideos.com and a NILE (Norwich Institute for Language Educaton) associate trainer. He was previously a Principal Teaching Fellow at the University of Warwick and the University of Westminster where he worked on MA TESOL and MA ELT courses. He has received 3 major educational awards including the Times Higher ‘Outstanding Initiative in Technology’ and the British Council Innovation Award. In 2017, he was again shortlisted for a British Council ELTons award for his ‘Flipping your Classes’ course built in collaboration with NILE. Russell writes regular columns in the English Teaching Professional, the Teacher Trainer and Anglo Files.
Piotr Steinbrich
Pearson
Friday 15:15 Room 318
21st century ELT myths and how to go about them
Piotr Steinbrich is a teacher and teacher trainer working in the Department of English at the John Paul II Catholic University of Lublin. He is also a speaker for Pearson. He has conducted a number of seminars all over the world focusing on various aspects of learning and teaching, applied linguistics and verbal and non-verbal communication.

Margit Szesztay
IATEFL
Saturday 10:15 Room 120
Sunday 11:30 Room 136 (plenary follow up)
Discussion, Debate, Dialogue in the ELT Classroom
Margit Szesztay has been involved in teacher education for the past 25 years. Her professional interests include learning through discussion, creativity in ELT, the teacher as educator, and building professional communities. She is currently President of IATEFL.

Geoff Tranter
Friday PCE Event 9.00 – 12.30
Sunday 12:40 Aula 128
Humour as an Essential Language Skill at the Workplace
Geoff has been involved in all forms of English for Specific Purposes in further, adult and higher education. He has published materials on the use of humour in English classrooms and has offered a number of Pecha Kucha presentations at previous IATEFL Poland Conferences.

Philip Warwick, Alexander Herbert
Pearson & BBC
Saturday 15:00 Aula 128
Language from the real world: the new face of authentic video materials
Phil Warwick is a qualified teacher trainer who has been involved in language teaching for over 20 years, working in many countries including Brazil, China, Italy and Argentina. He is currently Director of Teaching for a private language school in the Czech Republic and Academic Co-ordinator for Embassy Summer schools in the UK. He is a speaking examiner for international exams and has taught on several CELTA courses and regularly delivers presentations for Pearson.
PROGRAMME CHANGES

1. Bartłomiej Janiak Pearson

*Taking Proper Care of Your Own Brand.*
*When Being a Hippo is not What you Aim at…*
The workshop will take place on Sunday at 10.10 Room 120

2. Piotr Steinbrich Pearson

21st century ELT myths and how to go about them
The talk will take place on Friday at 15.15 Room 318

ADDITIONAL SESSIONS:

1. Friday 15.15 Room 331

Joanna Porębska British Council
*Counselling Adult Learners on Their Progress*
The workshop is aimed at experienced teachers. It will focus on the benefits of counselling adult learners on their progress and provide practical advice on conducting the process.

2. Sunday 10.10 Room 137

*Augmenting teaching language skills with virtual learning environment – mixed methods research*


The aim was to determine if the implementation of content distributed on the internet as an augmentation of regular English classes would lead to enhancing grammar, speaking and listening competence of adult students of English. Moreover, the study attempted to determine if an instructional model may support such an implementation. The study was based on the mixed method design which involved collecting, examining and integrating quantitative and qualitative data. The research focused on two groups of students, the experimental group who was used to evaluate the impact virtual learning environment had on the participants’ competence in grammar, speaking and listening and the control group who did not receive the virtual treatment and had access to traditional, printed materials only. The research may indicate, in the light of the available source literature, that online content did not have a significant impact on adult learners’ grammar, speaking and listening competence. No major differences were discovered in terms of the researched language competences between the group who underwent the intervention and the group who did not. However, other vital discoveries were made over the course of the research which may also influence the way computer-assisted language learning is perceived and administered.
PRESENTATION ABSTRACTS

General (GEN), Business English (BE), Computers (CALL), Pronunciation (PRON), ELT Management (ELTM), Testing, Evaluation & Assessment (TEA), Learners with Specific Needs (LSN), English for Specific Purposes (ESP/EAP), Teacher Training and Development (TT), Literature & Cultural Studies (LCS), Young Learners (YL), Learner Independence (LI), Materials Design (MD), Video / AV Aids (MEDIA), E-learning / teaching (EL)

FRI 15.09
14:00

**Key technologies that are really impacting on teaching and learning**

Russell Stannard
Lecture Hall Aula 128
Focus: EFL-education

Russell has more than 25,000 subscribers to his newsletter and runs regular polls on the different tools teachers are using around the world. In this talk, Russell is going to focus on some of the key technologies that teachers in ELT around the world are using and demonstrate real practical examples of their use. A talk full of ideas, based around just a few key technologies with particular focus on feedback, assessment, developing students fluency and flipped/blended learning. A real insight into some of the ways technology is taking teaching and learning around the world.

**Neurobiologia interpersonalna – czyli po co nam relacje w życiu i w klasie?**

Alicja Gałązka
Lecture Hall Room 120
Focus: EFL-education

Jak pomimo poczucia swojej inności jestem w stanie połączyć się z innymi poprzez empatyczną komunikację. Jak inni wpływają na nas? Jak doświadczenia, czasem przyjemne, a czasem nieprzyjemne, wpływają na nasz mózg? Jak nasz mózg wpływa na nasze doświadczenie? Badania psychologiczne i biologiczne pokazują, że wspierające relacje zmieniają architekturę naszego mózgu w trakcie wykładu przedstawione zostaną podstawowe założenie neurobiologii interpersonalnej oraz ich znaczenie dla pracy nauczyciela. Jak dbać o własny dobrostan (well-being) i rozwijać „resiliencję” (psychologiczny termin oznaczający umiejętność radzenia sobie z różnymi trudnościami i przystosowania do nich) i zdrowie. Jak kształtować pozytywne relacje i chronić siebie i swoich uczniów przed relacyjną traumaticzją?

15:15

**Teacher expertise: knowledge and practise.**

Tony Prince
Lecture Hall Room 120
Focus: EFL-education

This talk will look at what it means to be an expert teacher, both in terms of knowledge related to the curriculum, and practise related to the class. It will examine how institutions develop expert teachers (in terms of pre-service and in-service support) and how teachers become experts (regarding our own continuing development).

**Using instrumental music in the Young Learners language classroom**

Hanna Kryszewska
Lecture Hall Room 131
Focus: primary-education

Music and rhythm play a significant role in children’s development. They can also enrich the language learning experience and lead to whole brain stimulation. This session looks at how music and rhythm affect the children’s mood, promote spontaneous reactions, self-expression and creativity, boost self-esteem, teach cooperation and teamwork, and bring fun, joy and sense of achievement into the classroom.
The Ministry of Education is planning to introduce a number of changes in the Matura Exam in English. In this interactive talk we will investigate the history of this exam and its current state. We will look at inconsistencies and irregularities in Matura tasks.

Then we will suggest a number of improvements and examine alternative ways of testing school-leavers.

You’ve been busy. We all are. The copy machine was out of order and your forgot you cards to play a game. Happens. But you told your students you would do something fun. The bell rings. No time to prepare. Failed again? No! With NTPR activities all you need to know is what to do.

In my workshop I’d like to show you my favourite activities to energize and entertain students, practice grammar and writing and simply talk more in a classroom.

Teaching some aspects of pronunciation is not easy, may not involve any fun and may be boring and time consuming. But I love when my students love what they do with English.

I love every lesson to be motivating and engaging for both the teacher and the learners. The provided live lesson is to show some practical ideas I have used when teaching English pronunciation to my students. I would like to show a lesson connected with teaching rhyming pairs on the base of the rhyme.

Stories are a truly flexible source of teaching material that can be used to practice listening, speaking or writing skills and explore every aspect of a language: vocabulary, grammar, even pronunciation.

The workshop will aim at presenting a variety of storytelling techniques that will help teachers develop students’ linguistic competence and build positive educational relations.

Before they can reach the summit in business communication, our learners have to build their confidence in handling the basics. In this workshop, we will identify some core language our learners need in order to work successfully in English.

We will refer to some brand new fun materials: Business English Phrases (BMES) and Flash on English for Business Conversations (Eli).
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<td>Taking Proper Care of Your Own Brand. When Being a Hippo is not What you Aim at...</td>
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This workshop aims to explore the potential and value of challenging students by locking them up in a classroom. You will be asked to solve problems, collaborate, communicate and use your creativity. You will be provided with dozens of workable activities, which will offer your teenage students plentiful opportunities to interact in English.

During the session we will have a look at the possible ways of managing your own career as a teacher, lecturer, director of studies or school owner. Additionally, taking into consideration that we live in a global village, we will diagnose the tangible steps you can take to make sure your personal brand flourishes in the business reality.

How to approach the changing reality to be able to squeeze the sweetest things out of it? The power of now means embracing all the aspects of the current reality. Things in all likelihood may not go according to your plans. However, it may happen that sooner or later you will find yourself in dire straits with seemingly no hope for success. Our natural reaction implements fear, panic, freezing in place or the well-known ‘It doesn’t make sense’ approach. The way to move forward is to follow a few crucial steps, which can secure your position and enable you to take action when going on gets tough. Meet me to make sure you know them.

We are social animals. A lot of research has been made in recent years to prove that without other people, we are not happy, we do not grow, we feel lonely and disconnected, and as a result may even fall victim to all kinds of addictions. As English teachers, we are privileged - because making connections between us and the students, and among the students themselves, can easily become part and parcel of our everyday classroom practice. In this practical session, I am going to talk about the importance of being connected a little bit, but most importantly, I would like to share the most useful and effective activities for making students really BE together, and also to show how they can be easily applied in your everyday teaching.

What do your learners feel hearing the word ‘Test’? What does assessment mean for them? Threat? Stress? Punishment? This workshop will slice and dice the ways in which classroom assessment in the English classroom, through a focus on assessment for and as learning, can be turned from a curse into a blessing for both teachers and students.
EFLtalks is an open and free space for Teacher Development for teachers worldwide. EFLtalks, which has top-named teaching professionals producing CPD videos was nominated for the 2016 ELTon Award. Our innovative concept archives 10-minute, 10 slide video presentations to offer the latest technology, methodology and terminology available globally for teachers.

### Teaching and learning: cause and effect or process of interaction?
**Maria-Araxi Sachpazian**
Lecture Hall Room 132
Audience type: a general audience
Focus: EFL-education

Teachers complain that what they teach is not what students learn. Also, despite our collective efforts to make the outcomes of learning longer-lasting, students do not retain the linguistic knowledge or the skills they have developed when lessons are over. This session attempts to discuss the causes of this phenomenon and to suggest how it might be overcome.

### Let’s get better together!
**Katarzyna Łaziuk**
Lecture Hall Room 134
Audience type: a general audience
Focus: secondary-education

Are you a busy teacher having no time for yourself but only for your students? If the answer is “yes” the session is for you. We will be reflecting upon our own teaching, discussing ideas, sharing successes and problems. Developing positive teacher-student relations is the other issue we are to talk over. Together we will renew our commitment to education.

Let’s do it together!

### How consciously do teacher trainees develop their own language skills?
**Claudia Molnár**
Lecture Hall Room 136
Audience type: a general audience
Focus: EFL-education

During this talk I will present the findings of a study investigating how autonomous EFL teachers are in the amount of exposure they present themselves to authentic English language. The outcomes of this study will be used to feed into the wider study of whether the implementation of learner autonomy at a training level develops more confident, communicative teachers.

### TED-Ed Clubs: why is it important to teach students public speaking skills?
**Małgorzata Guzicka**
Lecture Hall Room 137
Audience type: a general audience
Focus: secondary-education

The main aim behind TED-Ed clubs is to amplify students’ voices and help them design a great talk on ideas they are passionate about. Students learn how to do research, use reliable sources and think outside the box. Starting a TED-Ed Club not only promotes critical thinking but also helps students learn English.

### The Questions We Ask
**Kateryna Protsenko**
Lecture Hall Room 138
Audience type a inexperienced-audience
Focus: EFL-education

In this workshop, we are going to explore how different types of questions we ask can change the way our learners retain and use the target language, and how we can structure and sequence the questions and tasks to get the most out of our lessons.
### How to tame online lessons

**Daria Domagała**  
**Lecture Hall Room 143**  
**Audience type: a general audience**  
**Focus: adult-education**

In my talk I will present how to exploit the potential of online lessons and make them effective and rewarding. My ideas do not involve high-tech solutions but they lean on teaching strategies that originate in an offline classroom. But it won’t get by without dismantling, mixing and re-creating to make the lesson fresh and dynamic.

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### How to give your first IATEFL presentation?

**Grzegorz Śpiewak**  
**Lecture Hall Room 318**  
**Audience type: a general audience**  
**Focus: EFL-education**

This presentation is NOT for you if you already know how to begin and end your session well, how to get your audience’s attention right from the start and keep it throughout, how to use your voice and body language, and – last but not least – how to keep your stress levels in check.

In just under 45 minutes, I’ll share some of the key do’s and don’ts, tricks and tips for less experienced presenters, based on 25 years of my own session giving, as well as coaching and evaluating other presenters.

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### 7 Key Success Factors for Learning Design

**Mike Hogan**  
**Lecture Hall Room 323**  
**Audience type: a general audience**  
**Focus: EFL-education**

This talk will look at the principles Service Design Thinking and User Experience Design and think about how we can apply those principles to ELT. We’ll consider how we can design better courses and lessons with more personalization and individualization of learning processes and content with specific focus on current learning contexts and ongoing changes in the learning environment.

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### CEFR and assessment of skills

**Elżbieta Jarosz**  
**Lecture Hall Room 324**  
**Audience type: a general audience**  
**Focus: EFL-education**

Assessing learners’ achievements is an integral part of teaching and should be correlated with the course syllabus and the learning objectives. How do institutions which use a CEFR-based curriculum and CEFR-based syllabus apply the ‘can do’ approach to the assessment of their learners’ progress in practical language competences and how are results of such assessment presented?

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### How to ‘communicate grammar’ – fluently and accurately

**Ilona Sostronek**  
**Lecture Hall Room 331**  
**Audience type: a general audience**  
**Focus: adult-education**

‘I know some words, but I cannot use the grammar correctly.’ ‘I want to speak fast to be fluent.’

The students usually know the words, but lack confidence about using grammar correctly and reacting in conversations promptly.

Do you feel the same about your students? So, let’s activate the ‘grammar muscles’ together, and take a look at some useful activities.
17:30

**Becoming a young English Star**

**YL**

**Martin Jelinek**

Lecture Hall Room 120

**Audience type: a general audience**

**Focus: primary-education**

Young learners are young people. Their attention span, the ways they interact with each other (and with adults), the amount of text that they can cope with, the format of things that interests them – all reflect the world they live and learn in. Any effective teaching programme must make contact with this reality. That’s what this highly practical session is all about.

I’ll look at how to make early experience of English truly engaging and meaningful, and at how to exploit the learning potential of our young learners to the full. Some exercises and activities will come from Academy Stars, a great new course for primary learners published by Macmillan.

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**So, er, today I’d like to, er, talk about... assessing speaking**

**GEN**

**Jon Hird**

Lecture Hall Room 131

**Audience type: a general audience**

**Focus: EFL-education**

In this practical and interactive session, we will consider reasons for and approaches to the assessment of learners’ spoken English. Along the way, we will look at some of the key micro- and macro-skill features of the spoken language and we will analyse a Polish student’s speaking, make an assessment and compare and contrast our ideas.

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**Reaching the Peaks in continuous professional development – guidelines and tips for the "armchair" version – workshop**

**TT**

**Lucyna Wilinkiewicz-Górniak**

Lecture Hall Room 132

**Audience type: a general audience**

**Focus: EFL-education**

Being a good professional, always ready to develop our knowledge and skills, while at the same time remaining optimistic, creative and full of energy in everyday teaching activities is a very demanding task for each of us. We all try to do or best: participating in time-consuming training sessions, seminars, courses or conferences - to be up-to-date with all novelties. In my introductory presentation I will concentrate on those forms of professional development that enable us to “reach the peaks” without leaving our homes, sitting comfortably in an armchair and sipping coffee.

While talking about online conferences, MOOCs, webinars, websites offering materials for teachers, e-books, articles, free online glossaries and dictionaries or videos, I will refer to my own experience in the area of “armchair CPD”. I have also prepared an “e-handout” with the set of useful links to these forms. Moreover, since I strongly believe in the power of teams (synergy effect) and networking, I am sure that during this workshop we will be able to not only discuss and critically review the content provided by me, but also create together an “additional e-CPD package” with tips and links useful for all of us, so: WELCOME!

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**Questions and questioning to improve teaching, learning and...?**

**GEN**

**Tetiana Dekshna**

Lecture Hall Room 134

**Audience type: a general audience**

**Focus: secondary-education**

When students learn how to ask questions to guide inquiry, it creates opportunities for deep understanding and constructing of meaning.

Why are some learners more inquisitive than others? How can curiosity be retained and boosted? How to anchor inquiry with essential questions?

These and many more questions to ask and to answer.
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**See-Think-Wonder - an interdisciplinary CLIL lesson on County Kent**

Aleksandra Zaparucha  
Lecture Hall Room 136  
Audience type: a general audience  
Focus: EFL-education

With the rise of CLIL, more and more English teachers are trying to include its ‘soft’ version into their school repertoire. In this workshop I would like to present an interdisciplinary lesson on history, architecture and geology of County Kent based on the See-Think-Wonder procedure, one of thinking procedures designed by Project Zero of the Harvard School of Education. It gives students time to think and write, then conduct group discussions and analyse the material in order to pose questions. This is followed by a mini presentation and a summary in a graphic form (mind map or concept map), or in a written form (one-sentence summary).

**Eats, shoots, leaves, visiting relatives and other types of ambiguity**

Jonathan Marks  
Lecture Hall Room 137  
Audience type: a general audience  
Focus: EFL-education

Spoken and written language continually throws up examples of apparent ambiguity, but listeners and readers usually manage to draw the right conclusion about the intended meaning. Features of pronunciation, vocabulary and grammar generate various kinds of potential ambiguity - sometimes accidentally and sometimes deliberately, for humorous effect - but English, nevertheless, doesn’t collapse into a heap of confusion and misunderstanding.

**Let’s cut a short story long!**

Anna Gębka-Suska  
Lecture Hall Room 138  
Audience type: a general audience  
Focus: primary-education

This hands-on and highly practical workshop is addressed to ELT teachers in kindergarten and in the first grades of primary school. Together we shall examine what makes a good story for kids. I will demonstrate how Ladybird Readers can be used to enhance children's exposure to English as the second language in a more creative and personalised way. All participants will have a go at adapting and expanding Ladybird Readers in order to increase children’s involvement and joy of learning. So please join us and don’t forget the... scissors!

**What is your Cultural Drift**

Debbie West  
Lecture Hall Room 143  
Audience type: a general audience  
Focus: EFL-education

Intercultural Awareness in language learning enables us to expand our limited perspective of how we think language is used. Teachers and students have their cultural perspectives that enable or hinder teaching and learning. Being culturally aware can provoke challenges in how we perceive things. I propose to introduce some concepts, activities and discussion questions to get the participants aware of their own stereotypes and activities how to use cross cultural awareness activities in class.

**Talent, uzdolnienia, pasje – jako źródło motywacji podczas lekcji Przewodnika Talentów.**

Joanna Femiak  
Lecture Hall Room 318  
Audience type: a general audience  
Focus: primary-education

All senses on board in teaching very young children

**Anna Rattenbury**

**Lecture Hall Room 323**

**Audience type: a general audience**

**Focus: primary-education**

The workshop is designed for teachers of very young children, aged 2.5 to 6 years old. The participants will get lots of practical ideas that can be easily used in the classroom. These will help the children learn English effectively using all the senses available to them. Please note that some activities can be a bit messy... but great fun!

Context as pretext in a teenage language circus

**Michał Zboś**

**Lecture Hall Room 324**

**Audience type: a general audience**

**Focus: secondary-education**

In wild teenage classrooms controlled, lexico-grammatical practice is often uninteresting, daunting and equally off-putting for both parties so students are pacified to do the boring stuff. In my practical session I demonstrate numerous, tried-and-tested tasks and tricks we can play on crazy teenage brains so they undergo the illusion of having good fun – a disguise for serious learning.

Teaching values through communicative activities

**Katarzyna Wiącek**

**Lecture Hall Room 331**

**Audience type: a general audience**

**Focus: secondary-education**

Should English teachers teach values? Is it possible to do it during English lessons? YES! In this practical session I would like to show that it is possible to combine teaching students positive attitudes towards other cultures, critical thinking skills and empathy with enjoyable and motivating activities. My main focus will be on the use of simple communicative tasks which in a subtle and unobtrusive way develop students intercultural competence.

18:40

**Should I Stay or Should I Go – Educational Theatre Show**

**David Fisher, Mark Andrews, Lenka Fisherova**

**Lecture Hall Aula 128**

**Audience type: a general audience**

**Focus: secondary-education**

This original show follows a girl from Eastern Europe who travels to England to learn about her deceased father. It combines elements of drama, British Studies, and dramatherapy to provide a uniquely stimulating educational experience for teenagers who are at a crossroads moment in their own lives, wondering who they are and if they should stay at home or go and find new experiences.

SAT 16.09

9:00

**The What, Why, How and Will of Teaching and Learning**

**Tony Prince**

**Lecture Hall Aula 128**

**Audience type: a general audience**

**Focus: tertiary-education**

Teaching very often focusses on the ‘what’: the language point to be covered and the content area to be understood. However, student success is more often determined by the will: the motivation to learn and the determination to persevere. The will is often closely related to the why of teaching and learning – understanding the value of the task, and the how - believing that it can be achieved. This session will explore each of these areas of teaching and learning in turn, the ‘what’, ‘why’, ‘how’ and ‘will’, looking at the research related to them and the application of this to the classroom.
**Extended Speaking in the Classroom**

**GEN**

Jon Hird

*Lecture Hall Room 120*

**Audience type:** a general audience  
**Focus:** EFL-education

This practical and interactive session looks at a tried-and-tested extended speaking activity that can add a spoken element to any course book lesson or topic and at any level of proficiency. We will also consider the importance of pre-task planning and look at evidence of how this can result in increased fluency and grammatical accuracy. You will leave the session with some real take-away classroom ideas that you can immediately incorporate into your teaching.

**10:15**

**Dobre życie w konstelacji ustawicznych rekonfiguracji**

**GEN**

Jacek Santorski

*Lecture Hall Aula 128*

**Audience type:** a general audience  
**Focus:** EFL-education

Jak mantrę powtarzamy, że jedynym niezmiennym elementem współczesnego świata są zmiany. Tylko jeszcze nigdy ilość, tempo, natężenie zmian w otaczającym nas świecie, a zwłaszcza ich nieprzewidywalność, nie były tak intensywne.

Podczas tego intensywnego wykładu/warsztatu zatrzymamy się na chwilę, aby zobaczyć:

- charakteryzuje się i jak działa umysł zamknięty oraz umysł otwarty,
- jak zachowując wierność swoim wartościami i poczuciu pierwotnej tożsamości możemy otwierać się na różnorodność rozwiązań i relacji
- ile jest analogii między naszymi szkołami, wydawnictwami, stowarzyszeniami a piłkarzami, którzy co jakiś czas konfigurują narodową drużynę, aby w międzyczasie grać w konkurujących ze sobą klubach narodowych i międzynarodowych

Zrobimy wszyscy ćwiczenie, które pomoże nam w otwarciu naszych umysłów na różnorodność w relacjach. Otworzymy się na paradoks polegający na tym, że to co nas różni, a może nawet irytować, czy budzić „alergie” w innych ludziach, możemy odnaleźć także w sobie samych i dzięki temu lepiej rozwijać swoje mocne strony, a zarazem zwiększać swoją elastyczność i tolerancję w kontaktach z innymi.

Podstawą ćwiczenia, które przerobimy będzie model Core Quadrant Daniela Ofmana i jego prosty schemat pracy nad naszymi „alergiami”, z którymi możecie zapoznać się już wcześniej zaglądając na https://www.youtube.com/watch?v=shojGC16Tdg

Jestem przeświadczony, że wszyscy wyjdziemy z tego spotkania bardziej odporni na stres, gotowi na różnorodność, wzbogaceni wewnętrznie.

**Discussion, Debate, Dialogue in the ELT Classroom**

**GEN**

Margit Szesztya

*Lecture Hall Room 120*

**Audience type:** a general audience  
**Focus:** EFL-education

As a language teacher, I have always wanted my students to communicate in English - beyond the ability to buy a ticket, order a meal, or refuse an invitation politely. A deeper dimension of talk involves exploring ideas creatively, appreciating a richness of perspectives, and at times questioning your own beliefs and assumptions. Engaging in discussion and dialogue takes special language skills, as well as personal qualities such as open-mindedness and the ability to listen attentively.

This plenary will explore what language teachers can do to trigger and facilitate engaging and meaningful classroom interaction.
Millenium Falcons – teaching the millennials in a no-nonsense way

Czesław Kiński, Jacek Łagun

Lecture Hall Room 120
Focus: tertiary-education

Audience type: a general audience

Learners born after the year 2000 have been immersed in digital technology since they were born, which has influenced the way they learn. As their digital world is based on dopamine-boosting, continuous change, we need to adapt the way we teach them. Millennials are like the Millennium Falcon from the Star Wars series – quick, modern and technology savvy. And yet, they need a Han Solo to lead them through the galaxy of English – far, far away.

In our presentation, we would like to show how to reach the new generation in a way that will make them learn grammar and vocabulary through multiple exposure to and deep processing of the language studied. We will also demonstrate that teaching communicative skills to millennials involves explicit instruction on how to cope with written and spoken texts, including those that they will encounter in a modern coursebook, such as Open Mind (Macmillan).

Teachers are from Venus, students are from Mars – a practical guide for teacher-astronauts.

Radek Krzyżanowski

Lecture Hall Room 131
Focus: EFL-education

Audience type: a general audience

Participants in the session will consider the characteristics of students today. We will try to answer some crucial questions: What does it mean to be a modern teacher? Are you sure that what you teach is actually what your students learn? Do they live on a different planet? This session will also focus on giving new life to the use of the workbook by dealing with the materials available online. Based on these, the session provides practical tips on how to make your class work smoothly with the new generation of students.

Assessing Young Learners – a heavy burden or a powerful tool?

Barbara Szybowska

Lecture Hall Room 132
Focus: primary-education

Audience type: a general audience

Although continuous assessment is a key element in teaching Young Learners, it tends to be a tricky task for teachers. On the one hand we want our students to be given the opportunity to demonstrate their abilities, but on the other hand we are worried about causing anxiety and demotivating them. However, we need to check how effective our teaching is.

What is more, headmasters, parents and guardians expect us to evaluate students’ progress thoroughly and demonstrate tangible results.

In this practical workshop I am going to present a variety of assessment activities for young learners and a few tips on how to choose and design suitable and enjoyable tasks.

Digging deep to reach new heights in activation of language.

Robert Adams

Lecture Hall Room 134
Focus: adult-education

Audience type: a general audience

During my session we will look at some innovative activities to get the most out of the time we have in the class. We will focus on different approaches to activating the language to enable your students to use the language taught.

You will leave the session with practical and fun activities and games you can use in your classes.
Projects that teach life skills - key competences and project-based learning in the ELT books.  
**Karolina Kępska**  
*Lecture Hall Room 135*  
**Audience type:** a general audience  
**Focus:** secondary-education

There are few ELT course books which consider Project-based learning with teenagers and young adults. Polish schools often limit PBL to younger grades. MM Publications’ experts think it is a mistake. CLIL and PBL are two trends which allow students to gain knowledge and skills by experiential learning and taking part in project assignments. The changes in the Polish school system emphasize the need of implementing key competences in Polish secondary schools, so the projects teaching creativity, critical thinking as well as public speaking skills, and cooperating, are the greatest ideas of making the students citizens of the 21st century.

Fun and beyond - the hidden benefits of card games  
**Talila Kaiser**  
*Lecture Hall Room 136*  
**Audience type:** a general audience  
**Focus:** primary-education

Come have fun, play cards and discover the secret behind these great HAPPY FAMILIES games!

See how students seriously practise reading and pronunciation, vocabulary and grammar in a unique and fun way!

“In every job that must be done there is an element of fun. You find the fun and snap! The job’s a game”  
(Marry Poppins)

Guess why guessing in your classroom is your best guess  
**Marta Rosińska**  
*Lecture Hall Room 137*  
**Audience type:** a general audience  
**Focus:** EFL-education

This very much hands-on workshop is for anyone who would like to learn how guessing activities, prediction tasks and lexical/grammatical pre-quizzes significantly enhance learning. It is also for those of you who are interested to find out what the so-called desirable difficulty is and how it works wonders in our teaching. Food for thought and lots of practical ideas guaranteed!

From the Peaks the World looks very different  
**Mark Andrews**  
*Lecture Hall Room 138*  
**Audience type:** a general audience  
**Focus:** primary-education

In this live lesson we will make the familiar strange by taking students out of their everyday world and get them to see themselves from other perspectives. It’s only really when you go to other country that you begin to understand your own country. And astronauts experience the ultimate in making the familiar strange.

4. Rewolucja przemysłowa w kontekście kształcenia językowego na uczelni  
**Agata Klimek, Przemysław Ogrodowczyk**  
*Lecture Hall Room 143*  
**Audience type:** a general audience  
**Focus:** tertiary-education

Zastanowimy się wpolnie w jakim kierunku należy prowadzić studentów, by ich życie zawodowe rozwijało się zgodnie z najnowszymi trendami i oczekiwaniами rynku pracy. Czołowi pracodawcy przybliżą sylwetkę polskiego absolwenta-pracownika w kontekście umiejętności miękkich i językowych. Pomożemy Ci zaplanować lektorat w taki sposób, by Twoi studenci pewnie wkraczali na rynek pracy w zbliżającej się 4. Rewolucji przemysłowej w 2020 roku.
Erasmus+ KA1 mobility application explained

Tomasz Woźniak
Lecture Hall Room 318
Audience type: a general audience  Focus: secondary-education

During this workshop you will learn when and how to apply for teacher training courses in the UK, Ireland and Malta on behalf of your school. The whole process will be explained in detail, including the content of the application, the amount of funding and destination options. Target audience: state school (primary, secondary and vocational) and private (only legal bodies) teachers. The workshop will be in Polish due to the nature of the application process.

Using Trinity College’s CertTESOL as a key to professional development

Ben Beaumont
Lecture Hall Room 323
Audience type: a general audience  Focus: EFL-education

This presentation will review the different options for aspiring teachers to gain the Trinity College CertTESOL, the internationally recognised initial teacher education certificate for Teaching English to Speakers of Other Languages. Whether teaching young learners or as part of a credit-bearing university course, the CertTESOL helps develop their professional language teaching skills through focussed feedback on teaching and structured reflection.

Live lesson: Musical Babies in action!

Anna Rattenbury
Lecture Hall Room 324
Audience type: a general audience  Focus: primary-education

A live lesson with children aged 2.5-4 years old attending Musical Babies classes. The purpose of the live lesson is to show how music helps children learn English effectively and retain this knowledge- which is the most important aspect of teaching English to the youngest groups of children. It might also be possible to see some younger children and babies in action.

What do we mean by Culture?

Mike Hogan
Lecture Hall Room 331
Audience type: a general audience  Focus: EFL-education

This workshop will look at what we mean by culture and how to address it in the classroom. We’ll move beyond the norms associated with values, traditions and behaviours to think about how culture is constantly evolving and how to address this with your learners. This workshop will involve a number of fun, creative, and ready-to-go activities for your teaching.

12:45

How you can use Edmodo to blend and flip your learning?

Russell Stannard
Lecture Hall Room 131
Audience type: a general audience  Focus: EFL-education

Edmodo is used by over 40 million users and is one of the most commonly used virtual learning environments in language teaching. Edmodo is just one tool that can allow you to blend your learning sharing files, having discussions, creating quizzes, making polls, setting assignments and much more. It also has superb tracking facilities and allows you to see exactly what marks your students got for their assignments and quizzes. etc. The security is also good, so this is an ideal tool for younger learners too. This workshop is hands on and will get you up and running with using Edmodo. Edmodo can be experienced on any type of device (mobile, tablet) however the best experience and the easiest way to use Edmodo is using a computer or laptop. So please try and bring a laptop if you are planning to come to the session.
Building speaking self-confidence in students.  
Kamila Łężniak  
Audience type: a general audience  
Focus: tertiary-education  
Lecture Hall Room 132

My workshop will focus on presenting confidence-building speaking activities that I tested with my PhD students at Jagiellonian University. My teaching experience shows that content is hardly ever an issue when it comes to delivering a presentation/talk to a wider audience. However, presenting your thoughts in a foreign language is challenging. Discussed activities can be used in any teaching context, including business environment.

Silent teacher? Yes, you can! – Encourage collaborative learning through silence  
Ioana Kocurova-Giurgiu  
Audience type: a general audience  
Focus: tertiary-education  
Lecture Hall Room 134

Language education in business schools focuses on productive skills, mainly speaking. But what do we do when we deal with learners of different levels? We let them involve their peers and encourage each other to collaborate. This talk presents a successful activity used to activate learners and engage them without any teacher pressure. It allows discussion for other methods.

Pictures into Words  
Aleksandra Jevtović  
Audience type: a general audience  
Focus: EFL-education  
Lecture Hall Room 135

In this workshop we will look at activities which use picture books to develop vocabulary, practice grammar and prompt speaking, writing and creative thinking in students. The activities are designed with teenagers and young adults in mind while the language level ranges from elementary to proficiency.

The workshop will provide you with the practical activities that you can use in your own classroom but also inspire you to use wordless books as a new resource.

A study of the Effect of Different Collaborative Task Conditions on Learning Appropriate Request Making  
Reza Abdi  
Audience type a experienced-audience  
Focus: EFL-education  
Lecture Hall Room 136

In our study, we assigned 60 learners into two collaborative (homogeneous and heterogeneous pairs), and a control group. They received pragmatic instruction on how to make appropriate requests in dialogues. The results showed that the experimental groups outperformed the control group and the homogeneous group was better than the heterogeneous one.

There are implications for task choices and classroom management.

English Classroom – A Space for Meaningful Discussion.  
Anna Roszkowska  
Audience type: a general audience  
Focus: EFL-education  
Lecture Hall Room 137

Teenagers and young adults have a natural need to express opinions on topics and issues they feel related to. This need should definitely be used by teachers to enhance students’ performance in speaking and writing skills. Well-organised classroom discussions and debates represent powerful tools to teach students how to form arguments, support and defend their viewpoints.

They also provide an excellent opportunity to pursue meaningfulness in fun-dominated classrooms.
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<th>Speaker</th>
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<td>Bogna Śmieja</td>
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<td>How to use translation in class? Get new ideas.</td>
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<td>Lektor w środowisku uczelni wyższej – jak wspierać, jak zarządzać, jak egzekwować.</td>
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<td>Skype as an effective teaching tool</td>
<td>Daniel Opydo</td>
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<td>The Rainbow Classroom: Practical Ideas for Representing Diversity Issues</td>
<td>James Wilson-Bukowski</td>
<td>Lecture Hall Room 331</td>
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</table>

Is it possible to make kindergarten children speak English in sentences? This live lesson is a step-by-step recipe how to achieve it. I will also present a handful of games for pre-schoolers.

The presentation will be focused on the effective use of translation in class. We will talk about and present the advantages of this technique as a supplementary teaching tool. Participants will be provided with ideas on how to implement translation in class.

Real innovation in business English requires a shift from the BE of traditional course book dinosaurs. It involves connecting innovative business ideas and creating BE lessons through the eyes of the social entrepreneur. BE teachers are constantly under pressure; How can we be better teachers? and How can we improve our performance and that of our learners? The question that is often ignored is How can we ensure that the business we are teaching is sustainable?

This session explores how we can create business English material that ticks all the boxes, AND have a think local and act global approach.

Uczelnia wyższa jest specyfickim środowiskiem pracy, a lektor pracownikiem wiedzy o szczególnych potrzebach. Jak pogodzić oczekiwania lektora z ograniczeniami i wymogami uczelni? Jak motywować pracownika, który od 20-30 lat pracuje w jednym środowisku pracy? Jak wspierać lektora w relacji ze studentem- klientem? Na takie pytania i inne postaram się odpowiedzieć podczas swojego wykładu, zapraszam kierowników zakładów, osoby zarządzające zespołami lektorów i samych lektorów oczywiście też.

Skype has been usually thought of a means of business or social networking item. In my presentation I would like to present it as a useful teaching tool. The programme/application when used to teach a class may not only eliminate the teacher’s or students’ problem of “not being there” but also may get students used to the technology that enables them to work online in English.
The majority of EFL learning materials continue to perpetuate the values of white, middle-class Britain which is at odds with the ‘real world’ occupied by most learners and teachers. Research shows that this not only hinders language acquisition, but also that teachers often feel poorly equipped to deal with diversity issues within the classroom, due to a perceived lack of institutional support and fear of the ‘unknown’ as regards how to sensitively approach ‘delicate’ topics. The aim of this presentation will be to explore the pedagogical and social imperatives for integrating diversity issues into EFL programmes as well as to propose practical ideas for facilitating supportive and inclusive classrooms.

**Know your rights – and your lefts**

*Jonathan Marks*

**Audience type:** a general audience  
**Focus:** EFL-education

This talk is about the common origin of the various meanings of ‘right’, and the relationships between ‘right’, ‘left’ and many other words, including ‘correct’, ‘dexterity’, ‘dogma’, ‘direct’, ‘royal’, and ‘sinister’.

‘Right’ also throws light on the nature of the English lexicon, randomness and ‘motivation’ in language, the difference between ‘indeterminacy’ and ‘ambiguity’, and the process of learning vocabulary.

**The challenges of assessing speaking tasks**

*Ewa Guz*

**Audience type:** a general audience  
**Focus:** EFL-education

An individual learner’s spoken performance in a foreign language changes depending on the difficulty of the task and the circumstances in which it is performed. Even proficient learners experience a decline in fluency and the range of language used when they perform under pressure. In this presentation I show how to assess a range of different aspects of students’ speech.

**15:00**

**Language from the real world: the new face of authentic video materials**

*Philip Warwick, Alexander Herbert*

**Audience type:** a general audience  
**Focus:** EFL-education

What is authentic language? Can graded language in coursebooks be authentic? Or is it inevitably artificial?

To answer these questions and to show teachers how language in the classroom can be both authentic and accessible, this practical talk brings into light the cooperation of Pearson and BBC and showcases its synergy effect focusing particularly on the new approach to video in Pearson’s new upper-primary course English Class and the blockbuster Speakout.

**Nowe CEFR – rewolucja w dydaktyce językowej?!**

*Waldemar Martyniuk, Marcin Smolik, Grzegorz Śpiewak*

**Audience type:** a general audience  
**Focus:** EFL-education

Dobiegają końca prace zespołu ekspertów Rady Europy, których celem jest szczegółowy opis mediacji – piątej obok mówienia, pisania, rozumienia ze słuchu i czytania sprawności językowej przedstawionej – dotychczas jedynie w zarysie – w Europejskim systemie opisu kształcenia językowego (ESOKJ). Powstał pełniejszy teoretyczny opis tej sprawności, testowane są wyskalowane zestawy przykładowych wskaźników biegłości.

Zapraszamy do rozmowy na temat konsekwencji, jakie z tych prac wynikają dla uczenia się, nauczania i oceniania biegłości językowej.”
**16:45**

**My topsy turvy grammar – turning grammar classes upside down.**

*GEN*

Natalia Szygenda  
Lecture Hall Room 132  
Audience type: a general audience  
Focus: EFL-education

The presentation focuses on my experience of teaching grammar to teenage students based on the principles of a flipped classroom, showing both advantages and potential difficulties of using that approach. It will familiarise the participants with ways of organising such a course and using technology to develop students’ autonomy and creativity. It will show examples of tasks requiring students to develop higher order thinking skills and using grammar in communication.

**How to teach meaningful English?**

*Katarzyna Sochacka*

Lecture Hall Room 134  
Audience type: a general audience  
Focus: secondary-education

English teachers are not merely language teachers, but they also tend to be counselors, mentors and even role models. This workshop aims at showing how to combine English language teaching with important, sometimes controversial social issues. Participants will also learn how to help students gain some insight into themselves and the surrounding world. Ready-made lesson plans and practical tips will help students learn something more than “just a language” – life.

**Teaching English through Art – workshop**

*TT*

Sylwia Zabor-Żakowska  
Lecture Hall Room 135  
Audience type: a general audience  
Focus: EFL-education

I would like to present briefly an idea of teaching English through art based on the book “Poetry and Art for Creativity – Inspirations” which was rewarded with the European Language Label Prize in 2016.

Then I would like to run a practical workshop where learners not only learn a language but also train their creative thinking skills, collaboration and are introduced to the world of art.

**Funny and motivating English lessons for students with SEN (special educational needs)**

*YL*

Eva Lange  
Lecture Hall Room 136  
Audience type: a general audience  
Focus: primary-education

Students with special educational needs can be challenging for most of the teachers as they do not have enough information, knowledge and experience in teaching these students. Did you know it can be fun and your students may love the English lessons?

Your lessons can be motivating, funny and more enjoyable for both you and your students. Let’s try these tips and tricks.

**When Science Meets English**

*ESP*

Anna Gazda, Michał Rzeźnik, Paweł Figiel  
Lecture Hall Room 137  
Audience type: a general audience  
Focus: tertiary-education

Key words: ESP, technology, creativity, motivation, challenge, peer learning. We want to show the results of a pilot project at our University. The students (C1) were encouraged to create their own ESP course in the context of the latest technology news. The teacher’s role was to inspire, motivate and facilitate their work.
Lesson video adventures.
Magdalena Dygała
Audience type: a general audience
Focus: secondary-education
Lecture Hall Room 138

Do you want to get some tips on how to make your class an unforgettable experience for your students? Then come and ‘see it, hear it and do it’ with me. In this workshop you will get inspired by ‘crazy video adventures’ which will give you the idea how you can engage your students in the process of learning.

Heads-Up Activities – A Truly Engaging Alternative
To Heads-Down Coursebook Practice
Magdalena Skoros
Audience type: a general audience
Focus: EFL-education
Lecture Hall Room 143

Motivating teenage learners can sometimes pose a challenge, especially when the coursebook offers too much predictable heads-down practice. Therefore, during my presentation, I will show how to make simple yet effective adjustments to an average student’s book unit, to deliver engaging heads-up lessons. Come to learn a great variety of instantly usable techniques to truly involve the adolescents.

Tailored ESP/EPP courses for YOUR group of learners – at last!
Łukasz Olesiak
Audience type: a experienced-audience
Focus: tertiary-education
Lecture Hall Room 318

Teaching English for Specific/ Professional Purposes (ESP/ EPP) courses has always demanded double effort from teachers, who apart from teaching, needed to author course materials to meet the specific, job-related demands of their students. Finally, the days of one-size-fits-all course materials in ESP are gone.

Join this session if you would like to make sure that your learners make the best of every lesson spent in your ESP/EPP course, practising effective communication in a wide range of professional situations, learning their job-specific low-frequency vocabulary, applying variety of communication strategies within their professional context. And if you wish to learn how to skilfully deliver a process-oriented syllabus by tapping into the right CLIL teaching techniques. Teaching ESP/EPP has never been this rewarding and learning ESP/EPP so appealing and satisfying.

Keep BLOOMing
Magda Zawadzka
Audience type: a general audience
Focus: secondary-education
Lecture Hall Room 323

60 years ago Benjamin Bloom showed how educational objectives progress from LOTS (lower order thinking skills) to HOTS (higher order thinking skills) and how addressing them can lead to deeper learning. In my session I will share LOTS of HOT ideas on how to introduce Bloom’s taxonomy through language tasks in a way that will leave your students BLOOMing.

An Ace Up Your Sleeve – Embracing Board Games For ELT
Agnieszka Aniola
Audience type: a general audience
Focus: EFL-education
Lecture Hall Room 324

Teaching in the golden age of board gaming, we can take advantage of it by turning different games into our own tricks of the trade – motivating and immersive activities, which can pique our learners’ interest and develop the 21st century skills they need. In my presentation, I will show you a couple of such board game inspirations of mine.
### Questions in Action

**Małgorzata Bukowska-Ulatowska**  
Lecture Hall Room 331  
Audience type: a general audience  
Focus: EFL-education

Questions are powerful, easily available and adaptable tools at the disposal of every EFL teacher. A good question is worth a hundred statements. It activates students and encourages higher order thinking. How to use the potential of questions in our teaching?

In this workshop we will experience and discuss several examples of foreign language class activities based on questions.

### Move them with a Movie!

**Agnieszka Sękiewicz-Magoń**  
Lecture Hall Room 331A  
Audience type: a general audience  
Focus: EFL-education

Images and movies are becoming the rising language of the twenty-first century. Therefore, in my presentation I will show how to use varied video material at different stages of the lesson to enhance students’ overall motivation for learning and to increase their creativity.

Come and see ready-to-use ideas to enrich your language teaching.

### Who was I when I was me?

**Daniel Starski**  
Lecture Hall Room 334  
Audience type: a general audience  
Focus: secondary-education

What happens in you, my friend, after a few years of teaching? Most, if not all of us, have to deal with a situation, when our ideas on lessons fail, at best, to interest the audience. At worst, we might harm them. At this point most of us revert to standard teaching of exercise, test, exercise, test, forgetting about changing the world, developing the young mind, discussing wonders of life until the wee hours, and ultimately focusing solely on matura. How not to let it happen? I do not have a universal answer, but sure as hell will try to stir some thoughts and hopefully each of us will leave the room with some ideas...

### Let’s look inside London with Kahoot

**Aneta Wilemska-Rudnik**  
Lecture Hall Room 334A  
Audience type: a general audience  
Focus: EFL-education

With the use of the free adaptive tool for teaching, offering a wide array of practical teaching applications in the classroom, you will have the opportunity to design engaging, cultural-based content activities. We will see how to spark students’ interest regarding London Landmarks with the creation of a discussion or survey on Kahoot! We will experiment with quizzes and jumble games, in which I use covered images, short movies or pictures, to check how much students already know about the topic I intend to pursue. I will also demonstrate that Kahoot! constitutes the perfect tool for checking the reading or listening comprehension of authentic materials. Finally, you will have a possibility to collaborate on making your own outstanding lesson in order to see how the use of Kahoot can easily contribute to creating a learner-centered environment in a friendly and competitive atmosphere.

### 18:00

### Wesoła wędrówka przez angielkie słówka

**Anna Musielak**  
Lecture Hall Room 131  
Audience type: a general audience  
Focus: primary-education
Dzieci, uczą się poprzez zabawę, w sposób naturalny i niejako „przy okazji”. Podczas warsztatu przedstawię Państwu proste aktywności, które sprawią, że nauka angielskich słówek będzie efektywna i ciekawa. Poprzez komunikatywne gry, zabawy i projekty manualne, dowiemy się jak zachęcić najmłodszych do nauki słówek w kontekście i sprawić, że nawet praca ze słownikiem będzie ekscytująca i ciekawa.

### Buy New Shoes! Test Anxiety in the Evaluation of Knowledge

**TEA**

Katarzyna Kubaszewska  
*Audience type a inexperienced-audience*

How to reduce test anxiety? Young learners answered questions on how the issue of testing should be improved. Being in teachers’ shoes for a moment they designed stress-free tests. Their surprising ways of thinking inspired me to prepare a practical workshop full of upgraded testing methods and ideas according to what children really need.

### Simpler. Clearer. Stronger. How to speak and write science better.

**EAP**

Monika Śleszyńska  
*Audience type: a general audience*

I will share with other EAP teachers that speaking/writing science in simple English is not simplistic and of lower quality. I will show how to cut the ‘linguistic clutter’ and convey the message clearly, precisely and effectively. I will also give examples how teaching plain English helps me improve my own revising skills.

### Teaching life skills to secondary school students

**GEN**

Aleksandra Oliwa  
*Audience type: a general audience*

The talk is intended to demonstrate how you can teach essential life skills both in your English classes and in extra-curricular activities. Strategies presented will have an impact on your personal life as well as your rapport with students. Examples of exercises and activities ready for you to use in your lessons will also be given.

### Time-saving visual ideas for learner motivation & collaboration

**TT**

Izabela Gwinner-Stwora  
*Audience type: a general audience*

Is it possible to transform traditional exercises into more creative and surprising ones with simple tricks, without investing much time and energy? My strategy is to make use of visual resources. In this practical session I will demonstrate tried and tested activities which facilitate learner collaboration, simultaneously engaging them in reflective thinking.

Let’s change ordinary lessons into thought-provoking, motivating events!

### Quizziz, Plickers and Quizlet- phones in action

**CALL**

Kinga Zedlewska-Lontkowska  
*Audience type: a general audience*

Quizziz, Quizlet and Plickers are the apps which allow us to attract our students’ attention to teach, revise or test a particular language issue in a form of a game and with the means of students’ phones. And what if the only person with the phone and the internet is a teacher? It is still possible to have some fun.
Time to think! Why should we make students ponder?

Marcin Stanowski
Lecture Hall Room 138
Audience type: a general audience
Focus: EFL-education

Following last year talk on critical thinking, this year’s I aim to present some thoughts on why we should create thinking environments in our classrooms. I will guide you from fake news, through riddles into deeper reflection on the most intriguing questions of the young. And well, those of older folk too.

Implementing assessment for learning in the classroom? Practical ideas!

Alicja Sablik-Maciejewska
Lecture Hall Room 143
Audience type: a general audience
Focus: secondary-education

In this talk I will first briefly discuss the difference between assessment of learning and assessment for learning (AFL). I will then focus on sharing practical AFL activities that can easily be used in each lesson to encourage secondary and adult learners to reflect on their learning and progress. I will show how AFL tasks help teachers fine-tune their lessons to their students’ needs.

Writing an Exam Essay (IELTS Academic Writing Task 2)

Mateusz Byrski
Lecture Hall Room 318
Audience type: a general audience
Focus: EFL-education

I believe that textbooks - and exam textbooks in particular - tend to under-exploit model answers provided in them.In the lesson I will try to show how I teach writing using a range of activities and tools (games, TPR, teamwork, success criteria, online resources etc.) to exploit the potential of model answers to improve not only student’s writing skills but also fluency and pronunciation (yes, that’s right - it’s about speaking).

Designing Amazing Classroom Experiences

Jonathan Sayers
Lecture Hall Room 323
Audience type: a general audience
Focus: EFL-education

ELTjam’s Learner Experience Design (LXD) Framework helps create more effective and engaging learning experiences by adapting design principles to an educational context. This talk introduces LXD and how it can be applied to a classroom setting, allowing you to reimagine how you design and deliver your lessons and courses.

Means of presentation of new lexis and their impact on powers of recall

Victor Wloch
Lecture Hall Room 324
Audience type: a general audience
Focus: EFL-education

This talk presents a study, which explores the impact of the method of presentation (direct translation, monolingual explanation and monolingual contextual explanation) of new lexis on powers of recall. The talk summarizes the state of research concerning teaching lexis and intended phases of presenting new vocabulary based on Aitchinson’s concept of the mental lexicon. It answers the question which of these strategies evoke the greatest impact on recollection through assessing the pupils’ performance in regular vocabulary tests after corresponding lesson stages of presentation.

How to teach with authentic video materials from A1 to C2?

Daria Domagała, Joanna Łucka
Lecture Hall Room 331
Audience type: a general audience
Focus: adult-education
In our talk we will present strategies how to successfully design exercises based on authentic video materials. We will elaborate on such key issues as video search, selection criteria and activities design meeting the needs of adult learners from A1 to C2 levels. We will leave the audience with ready-to-teach exercises and skills to design their own activities.

**Get ready for one-to-one classes**

*Dominik Szuliński*

*Audience type: a general audience*

Lecture Hall Room 331A

Focus: adult-education

Teachers run into problems when asked to conduct individual lessons because they are almost always trained to work with a group of people. Teachers must explore effective one-to-one language teaching on their own. Inevitably, they make mistakes. In my session, I will present how to conduct one-to-one classes in order to maximize the result, establish a good rapport with a student and design effective handouts.

**Having fun in the classroom – should we be doing it?**

*David Fisher*

*Audience type: a general audience*

Lecture Hall Room 334

Focus: secondary-education

There is a tension between, on the one hand, the belief that it we find it easier to learn when we are relaxed and happy, and, on the other, the reality that our school system is clearly not primarily designed to promote an atmosphere like this. This talk by the director of The Bear Educational Theatre, Prague, looks at ways to create a positive learning atmosphere in a classroom as well as the obstacles to doing this in a real school environment.

**How to use body percussion while teaching children**

*Gabriela Buduj*

*Audience type: a general audience*

Lecture Hall Room 334A

Focus: primary-education

I will shortly present the background knowledge on using gestures and music when teaching language. Then I can will do a workshop on this. I attended similar workshop in Finland when I was on Comenius course at the University of Eastern Finland. I hope I will manage to teach the teachers a simple gestures and clapping/stumping rhythm together with a story. Doing it is a lot of fun for both teacher and students. It improves remembering facts and vocabulary presented in the story. My mini workshop will be highly practical. You won't be bored. I need some space on the floor, as every participant of the workshop will need to move a few steps :)

**SUN 17.09 9:00**

**7 Grzechów w Radzeniu Sobie z tzw. Dyscypliną w Klasie**

*Jacek Pyżalski*

*Audience type: a general audience*

Lecture Hall Aula 128

Focus: EFL-education

Prezentacja dotyczyć będzie konkretnych, ilustrowanych przykładami błędów wychowawczych, które może popełnić nauczyciel reagujący na niewłaściwe zachowania uczniów podczas lekcji.

**Making a real difference: interventions that maximize learning potential**

*Hugh Dellar*

*Audience type: a general audience*

Lecture Hall Room 120

Focus: adult-education
All too often in the field of education, we look for quick fixes. We invest in technology, halve class sizes, jump on bandwagons, and so on. Yet increasingly the research shows that what makes the biggest difference is teachers and what we do in class. Come and along and find out how to maximize your students learning.

10:10

<table>
<thead>
<tr>
<th>21st century ELT myths and how to go about them</th>
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<tr>
<td>Piotr Steinbrich</td>
<td>Lecture Hall Room 120</td>
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<td>Audience type: a general audience</td>
<td>Focus: EFL-education</td>
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Every now and then the ELT profession falls pray to various trends and fashions. I will refer to three such trends that seem to have sparked a lot of interest among ELT professionals: neuropedagogy, positive psychology and educational technology. I will analyze them critically to investigate whether they are likely to bring any benefits and maximize learning and teaching.

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<thead>
<tr>
<th>7 discipline tricks for Young Learners</th>
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<tr>
<td>Aleksandra Komada</td>
<td>Lecture Hall Room 131</td>
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<tr>
<td>Audience type: a general audience</td>
<td>Focus: primary-education</td>
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I have worked with pre-school and primary children for over 10 years now. At first I had some disciplinary issues but nowadays I feel that the kids do what I say, pay attention, listen and behave well. What has changed? What tricks do I use? Come to my workshop and find out!

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<thead>
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<th>Unpopular galz</th>
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<tr>
<td>Anita Jokić</td>
<td>Lecture Hall Room 134</td>
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<td>Audience type: a general audience</td>
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</table>

Love literature with a twist? Combine well-chosen witty short stories with modern technology, music and interesting tasks – your students will laugh, discuss morals and actions of antagonists and get new (and surprising) insights into stories they know so well. Challenge them to expand their vocabulary, show their creativity or even do a bit of acting and enjoy reading. Materials provided.

<table>
<thead>
<tr>
<th>Teaching pronunciation to (very) young learners – practical ideas</th>
<th>YL</th>
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<tr>
<td>Urszula Kropaczewska</td>
<td>Lecture Hall Room 135</td>
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<tr>
<td>Audience type: a general audience</td>
<td>Focus: primary-education</td>
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</table>

The workshop aims to share some personal experience connected with teaching pronunciation to children learning English in Polish kindergartens and primary schools. I am going to present some exercises I have used while teaching English to small children. I would also like to involve teachers in playing some games, saying the rhymes and singing songs. Additionally, I am planning to show some pieces of video with my lessons. Come and have a lot of fun and get some material as well.

<table>
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<tr>
<th>Innovative Projects at the Silesian University of Technology</th>
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<tr>
<td>Grażyna Duda, Janusz Sroka</td>
<td>Lecture Hall Room 136</td>
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<td>Audience type: a general audience</td>
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</table>

Our presentation describes two CLIL projects recently carried out as a collaborative effort between content and foreign language teachers of SUT. The participants were civil engineering students learning ESL who have undertaken the challenging task of designing and making a concrete structure. We will present the projects’ stages and the materials devised to broaden students’ knowledge and help them process new content.
How to find out whether our teaching efforts get the target? Feedback?
Jacek Kalicinski
Lecture Hall Room 137
Audience type: a general audience
Focus: EFL-education

Feedback issues are as old as the school itself, or older. Let’s have a look at some practical applications of feedback techniques. The presentation should help the participants to realize the importance of getting/receiving feedback in order to evaluate their students’ progress and enhance the teachers’ self-confidence.

Wordless Books Aren’t Only for Young Learners
Jen MacArthur
Lecture Hall Room 138
Audience type: a general audience
Focus: EFL-education

Wordless picture books are often seen as a resource for pre-literate young learners, but their flexibility makes them a powerful resource for learners at all levels and of all ages. We will look at a variety of books and activities, as well as strategies for using similar ideas even when such books are hard to find.

Special Teaching Reading Method for Dyslexic Learners supported by Games.
Daniella De Winter
Lecture Hall Room 143
Audience type a experienced-audience
Focus: EFL-education

I will introduce a practical, down to earth, easy and highly effective method for teaching reading to dyslexic readers of all ages. The method also helps prevent dyslexic failure at a very early stage. It is an inclusive approach to language teaching for all students. It is not based on familiarity with words but it rather teaches the technique and the rules/patterns of reading in a practical and easy way.

Teaching beyond the language skills
Łukasz Olesiak
Lecture Hall Room 318
Audience type a experienced-audience
Focus: tertiary-education

Tertiary education language courses should deliver more than just language skills practice in order to help students succeed on the ever-changing job market of the 21st century. Meeting the needs of students means developing the skills which are valued by their future employers such as critical thinking, collaboration, communication and creativity. These four life skills have become as important as the four core language skills. This practical and example-rich session will demonstrate how to choose the right course materials to achieve such educational goals and engage students by providing a motivating language learning experience.

IMAGout: Screening Out What’s on the Screen
Rob Howard
Lecture Hall Room 323
Audience type: a general audience
Focus: EFL-education

The proper use of words, images and videos is essential in producing engaging classes, presentations and meetings. The overuse and abuse of technology has been causing Sensory Overload resulting in a lack of attention, engagement and learning. Examples, tips and skills to overcome this will be shown during the presentation.

Creative ways to deal with culture in an EFL classroom
David Fisher
Lecture Hall Room 324
Audience type: a general audience
Focus: secondary-education
Teachers who are specialized in language teaching are often also required to deal with topics which lie outside their usual field of knowledge. This practical workshop by the director of The Bear Educational Theatre, Prague, will share some techniques for dealing with these topics quickly and memorably, without need for much extra preparation or specialist knowledge on the part of the teacher.

11:30

Straight to speaking success at Cambridge First/Advanced  
Czesław Kiński, Jacek Łagun  
Lecture Hall Room 120  
Audience type: a general audience  
Focus: secondary-education

Students taking the Cambridge First may feel somewhat lost during the Speaking Test unless they are appropriately prepared for the challenge, both in terms of language competence and their awareness of exam format and procedures.

In this highly practical, interactive session, we’ll share a number of tips and tricks on how to deal with the challenges of the speaking part of the exam, ready to be passed on to your students. You can expect many ideas from our experience as ESOL examiners, as well as some great examples drawn from a model Cambridge First coursebook – Straight to First.

The Joys of Discovery: CLIL and Cross-Curricular Ideas  
Małgorzata Warmińska-Marczak  
Lecture Hall Room 131  
Audience type: a general audience  
Focus: primary-education

Content and Language Integrated Learning refers to teaching subjects such as science, history, music, art and geography to students through a foreign language. English teachers in Poland rarely teach other subjects through English but often integrate them into their teaching as it makes the lessons more fun and interesting. Besides, the so called “soft CLIL” develops children’s creativity and helps acquire new words more effectively. This session will provide you with practical and creative activities and ideas on how CLIL and cross-curricular work can help your young learners learn better and have lots of fun in their English classes.

Teenagers and adults wanna have fun too! Edutainment in ESL classroom when teaching for exams.  
Urszula Majdańska-Wachowicz  
Lecture Hall Room 134  
Audience type: a general audience  
Focus: secondary-education

Exam preparation is challenging, but tedious at times. Following the curriculum, some teachers focus on presenting types of exam tasks and doing mock exams. Undoubtedly, it is vital to do so and one cannot neglect it. On the other hand, the class may become quite repetitive and monotonous. It is pivotal at this point to highlight that it is mostly the case when teaching high school students and university students since they are believed to be too adult for fun. In addition, it is thought that there is insufficient time for teaching with a twist. Needless to say, routine can be a source of boredom and demotivation. To avoid it, one can incorporate variety of activities to make teaching for exams (matura in particular) fun. Therefore, the aim of this workshop is to present some ideas which can be used when preparing students for written or speaking exams. Can teaching receptive skills such as reading be more interesting than just „Match the titles with the paragraphs”? Definitely, yes! Can enhancing productive skills such as speaking and writing be more unconventional than „In the picture I can see” or „Yes, I agree because...”? It sure can!

Specifically, in my workshop I will put an emphasis on ‘edutainment’ and its role in teaching integrated skills, developing students’ creativity, argumentation and logical flow. During the workshop not only will I bring movement into class, but I will also take advantage of ICT, such as the Internet, mobile phones, Kahoot.it application, etc. By doing this, I will attempt at addressing different learners’ types so that English learners — as underlined in the leitmotif of this year’s congress — will have a chance to reach their peaks!
Teaching Medical English: Stimulating ideas for use in the classroom
Anna Podlewska
Audience type: a experienced-audience
Focus: tertiary-education

This workshop provides fresh ideas for facilitating the development of language and communication skills that doctors and medical students need in a wide variety of settings. In particular, it emphasizes the need to focus on the learner and to maximize learner involvement. Come and take a look inside this virtual medicine bag of high-yield tools such as games, authentic audio and video material as well as a wide spectrum of questions posed in the course of patient interviews.

Discussion, debate, dialogue: plenary follow up
Margit Szesztay
Audience type: a general audience
Focus: secondary-education

This session will provide space for a follow-up discussion of the ideas presented at the plenary. Through a variety of group interaction modes you will have the opportunity to raise questions and share challenges and successes with regard to meaningful and engaging classroom interaction.

Helping students define their identity
Maria Małgorzata Cyrankowska
Audience type: a general audience
Focus: tertiary-education

As an English teacher I think that teaching the language is not enough. We can do much more than that. How about helping our students make sense of their condition, education and life? To start with, they need to know themselves, find their true self, learn what drives them, what talents they have and what contribution they can make. They need to define their identity, accept it and enjoy it, and consequently take responsibility and be in charge of themselves. Otherwise, somebody else will do it for them. How important is the name, birthplace, upbringing? Is identity given or acquired? We seldom stop and ask ourselves: who am I and what am I doing here? The questions are difficult but it is worth asking them and preparing our students to deal with the challenges of their present and future educational, professional and private life. And it all starts with “know thyself”.

Making teaching and learning enjoyable
Ron Mukerji
Audience type: a general audience
Focus: EFL-education

Tips for English language teachers:

a) How to motivate the 21st century learner by making the process enjoyable for them, and at the same time
b) How to motivate teachers by making the task of teaching less arduous and more enjoyable for them.

GoodMemory.pl – a Wikipedia-like dictionary of mnemonic associations for learning English vocabulary
Krzysztof Potyrala
Audience type: a general audience
Focus: EFL-education

An online dictionary full of amusing imaginary mnemonics appealing to learners of different ages and interests? Who will do it? Students. Your students. Give your learners a chance to share their creative ideas with other learners. Show your students GoodMemory.pl – an open Wikipedia-like platform in which vocabulary associations can be submitted by users and for other users. Join Krzysztof Potyrala, a solitary ‘Don Quixote,’ advocating the use of mnemonic associations in ELT.
Using visual note taking or “sketchnoting” with young learners

Christopher Wilson
Lecture Hall Room 318
Audience type: a general audience
Focus: EFL-education

Visual notetaking or sketchnotes is a method of recording notes that isn’t limited to writing but incorporates more pictoral aspects such as icons, arrows, boarders and more. This style of notetaking helps create more memorable notes that students actually want to revisit. However, visual notetaking and sketchnoting can be applied to more than just simple notes.

In this session we’ll look more and the why and how of sketchnoting as well as four simple ideas to use in lessons and four practical activities that you can use tomorrow.

Tensions in teaching; reconciling the need to teach and test.

Alex Thorp
Lecture Hall Room 323
Audience type: a general audience
Focus: EFL-education

Teachers face tensions when preparing students for exams, trying to reconcile the need to teach and to test. This session considers how developing a progressive assessment literacy can ensure that learning remains the focus of classroom practice and explores the notion that contemporary approaches to assessment can, when incorporated into teaching practices, enhance learning outcomes and provide an invaluable tool.

Using classical music in teaching English to very young children

Anna Rattenbury
Lecture Hall Room 324
Audience type: a general audience
Focus: primary-education

Have you ever thought that using classical music (as well as folk and some other genres) can help children learn English? If you are in doubt, please feel welcome to attend my practical hands-on session full of sometimes mind-blowing but useful and fun activities. All have been tested and tried in my Musical Babies sessions I am the author of.

Humour as an Essential Language Skill at the Workplace

Geoff Tranter
Lecture Hall Aula 128
Audience type: a general audience
Focus: adult-education

When giving presentations or when involved in serious discussions, it is useful to incorporate humour to motivate one’s audience or help break the ice. Care and cultural sensitivity is required, but having a repertoire of humour skills to be used when appropriate can prove extremely useful. This session will offer a range of humour-based teaching activities to promote such skills.

Book or NO BOOK – debate

Hugh Dellar, Joanna Łucka, Daria Domagała, Monika Bigaj-Kisala
Lecture Hall Room 120
Audience type: a general audience
Focus: EFL-education

Teachers of English are constantly confronted with new approaches and techniques. Some of them call for abandoning traditional coursebooks as they seem to be an obsolete tool in the 21st century. What is the rationale then for abandoning coursebooks? What is the rationale for keeping them in the classroom? Would authentic materials be an suitable replacement for coursebooks? Should we base our teaching on role-playing games?

The purpose of the BOOK OR NO BOOK debate is to answer these questions and examine the role of coursebooks, authentic materials and alternative materials in modern ELT.
PRESENTATION ABSTRACT
(alphabetical)

A

A study of the Effect of Different Collaborative Task Conditions on Learning Appropriate Request Making
Reza Abdi
Lecture Hall Room 136
Gen
2017-09-16 12:45
Audience type: a experienced-audience
Focus: EFL-education
In our study, we assigned 60 learners into two collaborative (homogeneous and heterogeneous pairs), and a control group. They received pragmatic instruction on how to make appropriate requests in dialogues. The results showed that the experimental groups outperformed the control group and the homogeneous group was better than the heterogeneous one. There are implications for task choices and classroom management.

Digging deep to reach new heights in activation of language.
Robert Adams
Lecture Hall Room 134
Gen
2017-09-16 11:35
Audience type: a general audience
Focus: adult-education
During my session we will look at some innovative activities to get the most out of the time we have in the class. We will focus on different approaches to activating the language to enable your students to use the language taught. You will leave the session with practical and fun activities and games you can use in your classes.

From the Peaks the World looks very different
Mark Andrews
Lecture Hall Room 138
Gen
2017-09-16 11:35
Audience type: a general audience
Focus: primary-education
In this live lesson we will make the familiar strange by taking students out of their everyday world and get them to see themselves from other perspectives. It’s only really when you go to other country that you begin to understand your own country. And astronauts experience the ultimate in making the familiar strange.

An Ace Up Your Sleeve – Embracing Board Games For ELT
Agnieszka Aniola
Lecture Hall Room 324
Gen
2017-09-16 16:45
Audience type: a general audience
Focus: EFL-education
Teaching in the golden age of board gaming, we can take advantage of it by turning different games into our own tricks of the trade – motivating and immersive activities, which can pique our learners’ interest and develop the 21st century skills they need. In my presentation, I will show you a couple of such board game inspirations of mine.

B

From basecamp to the summit!
Ian Badger
Lecture Hall Room 138
Be
2017-09-15 15:15
Audience type: a general audience
Focus: adult-education
Before they can reach the summit in business communication, our learners have to build their confidence in handling the basics. In this workshop, we will identify some core language our learners need in order to work successfully in English. We will refer to some brand new fun materials: Business English Phrases (BMES) and Flash on English for Business Conversations (Eli).

**Using Trinity College’s CertTESOL as a key to professional development**

**Lecture Hall Room 323**

Ben Beaumont

2017-09-16 11:35

**Audience type:** a general audience

**Focus:** EFL-education

This presentation will review the different options for aspiring teachers to gain the Trinity College CertTESOL, the internationally recognised initial teacher education certificate for Teaching English to Speakers of Other Languages.

Whether teaching young learners or as part of a credit-bearing university course, the CertTESOL helps develop their professional language teaching skills through focussed feedback on teaching and structured reflection.

**How to use body percussion while teaching children**

**Lecture Hall Room 334A**

Gabriela Buduj

2017-09-16 18:00

**Audience type:** a general audience

**Focus:** primary-education

I will shortly present the background knowledge on using gestures and music when teaching language. Then I can will do a workshop on this. I attended similar workshop in Finland when I was on Comenius course at the University of Eastern Finland. I hope I will manage to teach the teachers a simple gestures and clapping/stumping rhythm together with a story. Doing it is a lot of fun for both teacher and students. It improves remembering facts and vocabulary presented in the story. My mini workshop will be highly practical. You won't be bored.

I need some space on the floor, as every participant of the workshop will need to move a few steps :)

**Questions in Action**

**Lecture Hall Room 331**

Małgorzata Bukowska-Ulatowska

2017-09-16 16:45

**Audience type:** a general audience

**Focus:** EFL-education

Questions are powerful, easily available and adaptable tools at the disposal of every EFL teacher. A good question is worth a hundred statements. It activates students and encourages higher order thinking. How to use the potential of questions in our teaching?

In this workshop we will experience and discuss several examples of foreign language class activities based on questions.

**Writing an Exam Essay (IELTS Academic Writing Task 2)**

**Lecture Hall Room 318**

Mateusz Byrski

2017-09-16 18:00

**Audience type:** a general audience

**Focus:** EFL-education

I believe that textbooks - and exam textbooks in particular - tend to under-exploit model answers provided in them. In the lesson I will try to show how I teach writing using a range of activities and tools (games, TPR, teamwork, success criteria, online resources etc.) to exploit the potential of model answers to improve not only student’s writing skills but also fluency and pronunciation (yes, that’s right - it’s about speaking).
Connecting people in the English classroom

**Lecture Hall Room 323**

**Connecting people in the English classroom**

Monika Cichmińska 2017-09-15 15:15

Audience type: a general audience  Focus: EFL-education

We are social animals. A lot of research has been made in recent years to prove that without other people, we are not happy, we do not grow, we feel lonely and disconnected, and as a result may even fall victim to all kinds of addictions.

As English teachers, we are privileged - because making connections between us and the students, and among the students themselves, can easily become part and parcel of our everyday classroom practice.

In this practical session, I am going to talk about the importance of being connected a little bit, but most importantly, I would like to share the most useful and effective activities for making students really BE together, and also to show how they can be easily applied in your everyday teaching.

Helping students define their identity

**Lecture Hall Room 137**

**Helping students define their identity**

Maria Małgorzata Cyrankowska 2017-09-17 11:30

Audience type: a general audience  Focus: tertiary-education

As an English teacher I think that teaching the language is not enough. We can do much more than that. How about helping our students make sense of their condition, education and life? To start with, they need to know themselves, find their true self, learn what drives them, what talents they have and what contribution they can make. They need to define their identity, accept it and enjoy it, and consequently take responsibility and be in charge of themselves. Otherwise, somebody else will do it for them.

How important is the name, birthplace, upbringing? Is identity given or acquired? We seldom stop and ask ourselves: who am I and what am I doing here?

The questions are difficult but it is worth asking them and preparing our students to deal with the challenges of their present and future educational, professional and private life. And it all starts with “know thyself”.

Special Teaching Reading Method for Dyslexic Learners supported by Games.

**Lecture Hall Room 143**

**Special Teaching Reading Method for Dyslexic Learners supported by Games.**

Daniella De Winter 2017-09-17 10:10

Audience type a experienced-audience  Focus: EFL-education

I will introduce a practical, down to earth, easy and highly effective method for teaching reading to dyslexic readers of all ages. The method also helps prevent dyslexic failure at a very early stage. It is an inclusive approach to language teaching for all students.

It is not based on familiarity with words but it rather teaches the technique and the rules/patterns of reading in a practical and easy way.

Questions and questioning to improve teaching, learning and...?

**Lecture Hall Room 134**

**Questions and questioning to improve teaching, learning and...?**

Tetiana Dekshna 2017-09-15 17:30

Audience type: a general audience  Focus: secondary-education
When students learn how to ask questions to guide inquiry, it creates opportunities for deep understanding and constructing of meaning. Why are some learners more inquisitive than others? How can curiosity be retained and boosted? How to anchor inquiry with essential questions? These and many more questions to ask and to answer.

### Making a real difference: interventions that maximize learning potential

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<tr>
<th>Lecture Hall Room</th>
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<tr>
<td>Hugh Dellar</td>
<td>2017-09-17 09:00</td>
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<td>Audience type: a general audience</td>
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All too often in the field of education, we look for quick fixes. We invest in technology, halve class sizes, jump on bandwagons, and so on. Yet increasingly the research shows that what makes the biggest difference is teachers and what we do in class. Come and along and find out how to maximize your students learning.

### How to tame online lessons

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<tr>
<td>Daria Domagała</td>
<td>2017-09-15 16:40</td>
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<td>Audience type: a general audience</td>
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In my talk I will present how to exploit the potential of online lessons and make them effective and rewarding. My ideas do not involve high-tech solutions but they lean on teaching strategies that originate in an offline classroom. But it won’t get by without dismantling, mixing and re-creating to make the lesson fresh and dynamic.

### How to teach with authentic video materials from A1 to C2?

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<th>Lecture Hall Room</th>
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<tr>
<td>Daria Domagała, Joanna Łucka</td>
<td>2017-09-16 18:00</td>
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<td>Audience type: a general audience</td>
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In our talk we will present strategies how to successfully design exercises based on authentic video materials. We will elaborate on such key issues as video search, selection criteria and activities design meeting the needs of adult learners from A1 to C2 levels. We will leave the audience with ready-to-teach exercises and skills to design their own activities.

### Test? Today? Hurray!

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<tr>
<th>Lecture Hall Room</th>
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<tr>
<td>Svitlana Drobotenko</td>
<td>2017-09-15 15:15</td>
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<td>Audience type: a general audience</td>
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What do your learners feel hearing the word ‘Test’? What does assessment mean for them? Threat? Stress? Punishment? This workshop will slice and dice the ways in which classroom assessment in the English classroom, through a focus on assessment for and as learning, can be turned from a curse into a blessing for both teachers and students.

### Innovative Projects at the Silesian University of Technology

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<tr>
<th>Lecture Hall Room</th>
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<td>Grażyna Duda, Janusz Sroka</td>
<td>2017-09-17 10:10</td>
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<td>Audience type: a general audience</td>
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Our presentation describes two CLIL projects recently carried out as a collaborative effort between content and foreign language teachers of SUT. The participants were civil engineering students learning ESL who have undertaken the challenging task of designing and making a concrete structure. We will present the projects’ stages and the materials devised to broaden students’ knowledge and help them process new content.
### Lesson video adventures.

**Lecture Hall Room 138**  
**MEDIA**  
**Magdalena Dygała**  
**2017-09-16 16:45**  
**Audience type: a general audience**  
**Focus: secondary-education**

Do you want to get some tips on how to make your class an unforgettable experience for your students? Then come and ‘see it, hear it and do it’ with me. In this workshop you will get inspired by ‘crazy video adventures’ which will give you the idea how you can engage your students in the process of learning.

F

### Talent, uzdolnienia, pasje – jako źródło motywacji podczas lekcji Przewodnika Talentów

**Lecture Hall Room 318**  
**GEN**  
**Joanna Femiak**  
**2017-09-15 17:30**  
**Audience type: a general audience**  
**Focus: primary-education**


### Lektor w środowisku uczelni wyższej – jak wspierać, jak zarządzać, jak egzekwować.

**Lecture Hall Room 318**  
**GEN**  
**Joanna Femiak**  
**2017-09-16 12:45**  
**Audience type: a general audience**  
**Focus: primary-education**

Uczelnia wyższa jest specyficznym środowiskiem pracy, a lektor pracownikiem wiedzy o szczególnych potrzebach. Jak pogodzić oczekiwania lektora z ograniczeniami i wymogami uczelni? Jak motywować pracownika, który od 20-30 lat pracuje w jednym środowisku pracy? Jak wspierać lektora w relacji ze studentem- klientem? Na takie pytania i inne postaram się odpowiedzieć podczas swojego wykładu, zapraszam kierowników zakładów, osoby zarządzające zespołami lektorów i samych lektorów oczywiście też.

### How to use translation in class? Get new ideas.

**Lecture Hall Room 143**  
**GEN**  
**Filip Radej**  
**2017-09-16 12:45**  
**Audience type: a general audience**  
**Focus: EFL-education**

The presentation will be focused on the effective use of translation in class. We will talk about and present the advantages of this technique as a supplementary teaching tool. Participants will be provided with ideas on how to implement translation in class.

### Should I Stay or Should I Go – Educational Theatre Show

**Lecture Hall Aula 128**  
**GEN**  
**David Fisher, Mark Andrews, Lenka Fisherova**  
**2017-09-15 18:40**  
**Audience type: a general audience**  
**Focus: secondary-education**

This original show follows a girl from Eastern Europe who travels to England to learn about her deceased father. It combines elements of drama, British Studies, and dramatherapy to provide a uniquely stimulating educational experience for teenagers who are at a crossroads moment in their own lives, wondering who they are and if they should stay at home or go and find new experiences.
There is a tension between, on the one hand, the belief that it we find it easier to learn when we are relaxed and happy, and, on the other, the reality that our school system is clearly not primarily designed to promote an atmosphere like this. This talk by the director of The Bear Educational Theatre, Prague, looks at ways to create a positive learning atmosphere in a classroom as well as the obstacles to doing this in a real school environment.

Teachers who are specialized in language teaching are often also required to deal with topics which lie outside their usual field of knowledge. This practical workshop by the director of The Bear Educational Theatre, Prague, will share some techniques for dealing with these topics quickly and memorably, without need for much extra preparation or specialist knowledge on the part of the teacher.

There is a tension between, on the one hand, the belief that it we find it easier to learn when we are relaxed and happy, and, on the other, the reality that our school system is clearly not primarily designed to promote an atmosphere like this. This talk by the director of The Bear Educational Theatre, Prague, looks at ways to create a positive learning atmosphere in a classroom as well as the obstacles to doing this in a real school environment.

Creative ways to deal with culture in an EFL classroom

Lecture Hall Room 324

David Fisher 2017-09-17 10:10

Audience type: a general audience Focus: secondary-education

Teachers who are specialized in language teaching are often also required to deal with topics which lie outside their usual field of knowledge. This practical workshop by the director of The Bear Educational Theatre, Prague, will share some techniques for dealing with these topics quickly and memorably, without need for much extra preparation or specialist knowledge on the part of the teacher.

We want to show the results of a pilot project at our University. The students (C1) were encouraged to create their own ESP course in the context of the latest technology news. The teacher’s role was to inspire, motivate and facilitate their work.

This hands-on and highly practical workshop is addressed to ELT teachers in kindergarden and in the first grades of primary school. Together we shall examine what makes a good story for kids. I will demonstrate
how Ladybird Readers can be used to enhance children’s exposure to English as the second language in a more creative and personalised way. All participants will have a go at adapting and expanding Ladybird Readers in order to increase children’s involvement and joy of learning. So please join us and don’t forget the... scissors!

**The challenges of assessing speaking tasks**

Lecture Hall Room 334

Ewa Guz

Audience type: a general audience

Focus: EFL-education

2017-09-16 12:45

An individual learner’s spoken performance in a foreign language changes depending on the difficulty of the task and the circumstances in which it is performed. Even proficient learners experience a decline in fluency and the range of language used when they perform under pressure. In this presentation I show how to assess a range of different aspects of students’ speech.

**TED-Ed Clubs: why is it important to teach students public speaking skills?**

Lecture Hall Room 137

Małgorzata Guzicka

Audience type: a general audience

Focus: secondary-education

2017-09-15 16:40

The main aim behind TED-Ed clubs is to amplify students’ voices and help them design a great talk on ideas they are passionate about. Students learn how to do research, use reliable sources and think outside the box. Starting a TED-Ed Club not only promotes critical thinking but also helps students learn English.

**Time-saving visual ideas for learner motivation & collaboration**

Lecture Hall Room 136

Izabela Gwinner-Stwora

Audience type: a general audience

Focus: secondary-education

2017-09-16 18:00

Is it possible to transform traditional exercises into more creative and surprising ones with simple tricks, without investing much time and energy? My strategy is to make use of visual resources. In this practical session I will demonstrate tried and tested activities which facilitate learner collaboration, simultaneously engaging them in reflective thinking. Let’s change ordinary lessons into thought-provoking, motivating events!

**So, er, today I’d like to, er, talk about... assessing speaking**

Lecture Hall Room 131

Jon Hird

Audience type: a general audience

Focus: EFL-education

2017-09-15 17:30

In this practical and interactive session, we will consider reasons for and approaches to the assessment of learners’ spoken English. Along the way, we will look at some of the key micro- and macro-skill features of the spoken language and we will analyse a Polish student’s speaking, make an assessment and compare and contrast our ideas.

**Extended Speaking in the Classroom**

Lecture Hall Room 120

Jon Hird

Audience type: a general audience

Focus: EFL-education

2017-09-16 09:00

This practical and interactive session looks at a tried-and-tested extended speaking activity that can add
a spoken element to any course book lesson or topic and at any level of proficiency. We will also consider the importance of pre-task planning and look at evidence of how this can result in increased fluency and grammatical accuracy. You will leave the session with some real take-away classroom ideas that you can immediately incorporate into your teaching.

7 Key Success Factors for Learning Design
Lecture Hall Room 323
Mike Hogan
Audience type: a general audience
Focus: EFL-education
GEN 2017-09-15 16:40

This talk will look at the principles Service Design Thinking and User Experience Design and think about how we can apply those principles to ELT. We’ll consider how we can design better courses and lessons with more personalization and individualization of learning processes and content with specific focus on current learning contexts and ongoing changes in the learning environment.

What do we mean by Culture?
Lecture Hall Room 331
Mike Hogan
Audience type: a general audience
Focus: EFL-education
GEN 2017-09-16 11:35

This workshop will look at what we mean by culture and how to address it in the classroom. We’ll move beyond the norms associated with values, traditions and behaviours to think about how culture is constantly evolving and how to address this with your learners. This workshop will involve a number of fun, creative, and ready-to-go activities for your teaching.

EFLtalks – teachers teaching teachers – Connecting Educators Worldwide
Lecture Hall Room 131
Rob Howard
Audience type: a general audience
Focus: EFL-education
TT 2017-09-15 16:40

EFLtalks is an open and free space for Teacher Development for teachers worldwide. EFLtalks, which has top-named teaching professionals producing CPD videos was nominated for the 2016 ELTon Award. Our innovative concept archives 10-minute, 10 slide video presentations to offer the latest technology, methodology and terminology available globally for teachers.

IMAGout: Screening Out What’s on the Screen
Lecture Hall Room 323
Rob Howard
Audience type: a general audience
Focus: EFL-education
GEN 2017-09-17 10:10

The proper use of words, images and videos is essential in producing engaging classes, presentations and meetings. The overuse and abuse of technology has been causing Sensory Overload resulting in a lack of attention, engagement and learning. Examples, tips and skills to overcome this will be shown during the presentation.

Taking Proper Care of Your Own Brand. When Being a Hippo is not What you Aim at…
Lecture Hall Room 318
Bartłomiej Janiak
Audience type: a general audience
Focus: adult-education
TT 2017-09-15 15:15
During the session we will have a look at the possible ways of managing your own career as a teacher, lecturer, director of studies or school owner. Additionally, taking into consideration that we live in a global village, we will diagnose the tangible steps you can take to make sure your personal brand flourishes in the business reality.

How to approach the changing reality to be able to squeeze the sweetest things out of it? The power of now means embracing all the aspects of the current reality. Things in all likelihood may not go according to your plans. However, it may happen that sooner or later you will find yourself in dire straits with seemingly no hope for success. Our natural reaction implements fear, panic, freezing in place or the well-known ‘It doesn’t make sense’ approach. The way to move forward is to follow a few crucial steps, which can secure your position and enable you to take action when going on gets tough. Meet me to make sure you know them

### CEFR and assessment of skills

**Lecture Hall Room 324**

**GEN**

*Elżbieta Jarosz*

*Audience type: a general audience*

Focus: EFL-education

Assessing learners’ achievements is an integral part of teaching and should be correlated with the course syllabus and the learning objectives. How do institutions which use a CEFR-based curriculum and CEFR-based syllabus apply the ‘can do’ approach to the assessment of their learners’ progress in practical language competences and how are results of such assessment presented?

### Becoming a young English Star

**Lecture Hall Room 120**

**YL**

*Martin Jelinek*

*Audience type: a general audience*

Focus: primary-education

Young learners are young people. Their attention span, the ways they interact with each other (and with adults), the amount of text that they can cope with, the format of things that interests them – all reflect the world they live and learn in. Any effective teaching programme must make contact with this reality. That’s what this highly practical session is all about. I’ll look at how to make early experience of English truly engaging and meaningful, and at how to exploit the learning potential of our young learners to the full. Some exercises and activities will come from Academy Stars, a great new course for primary learners published by Macmillan.

### Pictures into Words

**Lecture Hall Room 135**

**LCS**

*Aleksandra Jevtović*

*Audience type: a general audience*

Focus: EFL-education

In this workshop we will look at activities which use picture books to develop vocabulary, practice grammar and prompt speaking, writing and creative thinking in students. The activities are designed with teenagers and young adults in mind while the language level ranges from elementary to proficiency. The workshop will provide you with the practical activities that you can use in your own classroom but also inspire you to use wordless books as a new resource.

### Unpopular galz

**Lecture Hall Room 134**

**LCS**

*Anita Jokić*

*Audience type: a general audience*

Focus: secondary-education

Love literature with a twist? Combine well-chosen witty short stories with modern technology, music and interesting tasks – your students will laugh, discuss morals and actions of antagonists and get new (and surprising) insights into stories they know so well. Challenge them to expand their vocabulary, show their creativity or even do a bit of acting and enjoy reading. Materials provided.
Fun and beyond – the hidden benefits of card games  
Lecture Hall Room 136  
Talila Kaiser  
2017-09-16 11:35  
Audience type: a general audience  
Focus: primary-education

Come have fun, play cards and discover the secret behind these great HAPPY FAMILIES games! See how students seriously practise reading and pronunciation, vocabulary and grammar in a unique and fun way! “In every job that must be done there is an element of fun. You find the fun and snap! The job’s a game” (Marry Poppins).

How to find out whether our teaching efforts get the target? Feedback?  
Lecture Hall Room 137  
Jacek Kalicinski  
2017-09-17 10:10  
Audience type: a general audience  
Focus: EFL-education

Feedback issues are as old as the school itself, or older. Let’s have a look at some practical applications of feedback techniques. The presentation should help the participants to realize the importance of getting/receiving feedback in order to evaluate their students’ progress and enhance the teachers’ self-confidence.

Can they ESCAPE the classroom? – critical and creative thinking made workable in your teenage classroom  
Lecture Hall Room 143  
Magdalena Kania  
2017-09-15 15:15  
Audience type: a general audience  
Focus: EFL-education

This workshop aims to explore the potential and value of challenging students by locking them up in a classroom. You will be asked to solve problems, collaborate, communicate and use your creativity. You will be provided with dozens of workable activities, which will offer your teenage students plentiful opportunities to interact in English.

Projects that teach life skills – key competences and project-based learning in the ELT books.  
Lecture Hall Room 135  
Karolina Kępska  
2017-09-16 11:35  
Audience type: a general audience  
Focus: secondary-education

There are few ELT course books which consider Project-based learning with teenagers and young adults. Polish schools often limit PBL to younger grades. MM Publications’ experts think it is a mistake. CLIL and PBL are two trends which allow students to gain knowledge and skills by experiential learning and taking part in project assignments. The changes in the Polish school system emphasize the need of implementing key competences in Polish secondary schools, so the projects teaching creativity, critical thinking as well as public speaking skills, and cooperating, are the greatest ideas of making the students citizens of the 21st century.

Millenium Falcons – teaching the millenials in a no-nonsense way  
Lecture Hall Room 120  
Czesław Kiński, Jacek Łagun  
2017-09-16 11:35  
Audience type: a general audience  
Focus: tertiary-education

Learners born after the year 2000 have been immersed in digital technology since they were born, which has influenced the way they learn. As their digital world is based on dopamine-boosting, continuous change, we need to adapt the way we teach them. Millenials are like the Millenium Falcon from the Star Wars series – quick, modern and technology savvy. And yet, they need a Han Solo to lead them through the galaxy of English – far, far away.
In our presentation, we would like to show how to reach the new generation in a way that will make them learn grammar and vocabulary through multiple exposure to and deep processing of the language studied. We will also demonstrate that teaching communicative skills to millennials involves explicit instruction on how to cope with written and spoken texts, including those that they will encounter in a modern coursebook, such as Open Mind (Macmillan).

**Straight to speaking success at Cambridge First/Advanced**

**Lecture Hall Room 120**

Czesław Kiński, Jacek Łagun 2017-09-17 11:30

**Audience type: a general audience**

**Focus: secondary-education**

Students taking the Cambridge First may feel somewhat lost during the Speaking Test unless they are appropriately prepared for the challenge, both in terms of language competence and their awareness of exam format and procedures.

In this highly practical, interactive session, we’ll share a number of tips and tricks on how to deal with the challenges of the speaking part of the exam, ready to be passed on to your students. You can expect many ideas from our experience as ESOL examiners, as well as some great examples drawn from a model Cambridge First coursebook - Straight to First.

**4. Rewolucja przemysłowa w kontekście kształcenia językowego na uczelni.**

**Lecture Hall Room 143**

Agata Klimek, Przemysław Ogrodowczyk 2017-09-16 11:35

**Audience type: a general audience**

**Focus: tertiary-education**


**Silent teacher? Yes, you can! – Encourage collaborative learning through silence**

**Lecture Hall Room 134**

Ioana Kocurova-Giurgiu 2017-09-16 12:45

**Audience type: a general audience**

**Focus: tertiary-education**

Language education in business schools focuses on productive skills, mainly speaking. But what do we do when we deal with learners of different levels? We let them involve their peers and encourage each other to collaborate.

This talk presents a successful activity used to activate learners and engage them without any teacher pressure. It allows discussion for other methods.

**7 discipline tricks for Young Learners**

**Lecture Hall Room 131**

Aleksandra Komada 2017-09-17 10:10

**Audience type: a general audience**

**Focus: primary-education**

I have worked with pre-school and primary children for over 10 years now. At first I had some disciplinary issues but nowadays I feel that the kids do what I say, pay attention, listen and behave well. What has changed? What tricks do I use? Come to my workshop and find out!
### Teaching pronunciation to (very) young learners

- **rhyming pairs**  
  Urszula Kropaczewska  
  Audience type: a general audience  
  Focus: primary-education  

Teaching some aspects of pronunciation is not easy, may not involve any fun and may be boring and time consuming. But I love when my students love what they do with English. I love every lesson to be motivating and engaging for both the teacher and the learners.

The provided live lesson is to show some practical ideas I have used when teaching English pronunciation to my students. I would like to show a lesson connected with teaching rhyming pairs on the base of the rhyme.

### Teaching pronunciation to (very) young learners

- **practical ideas**  
  Urszula Kropaczewska  
  Audience type: a general audience  
  Focus: primary-education  

The workshop aims to share some personal experience connected with teaching pronunciation to children learning English in Polish kindergartens and primary schools. I am going to present some exercises I have used while teaching English to small children. I would also like to involve teachers in playing some games, saying the rhymes and singing songs. Additionally, I am planning to show some pieces of video with my lessons.

Come and have a lot of fun and get some material as well.

### Using instrumental music in the Young Learners language classroom

Hanna Kryszewska  
Audience type: a general audience  
Focus: primary-education  

Music and rhythm play a significant role in children’s development. They can also enrich the language learning experience and lead to whole brain stimulation. This session looks at how music and rhythm affect the children’s mood, promote spontaneous reactions, self-expression and creativity, boost self-esteem, teach cooperation and teamwork, and bring fun, joy and sense of achievement into the classroom.

### Teachers are from Venus, students are from Mars

- **a practical guide for teacher-astronauts.**  
  Radek Krzyżanowski  
  Audience type: a general audience  
  Focus: EFL-education  

Participants in the session will consider the characteristics of students today. We will try to answer some crucial questions: What does it mean to be a modern teacher? Are you sure that what you teach is actually what your students learn? Do they live on a different planet?

This session will also focus on giving new life to the use of the workbook by dealing with the materials available online. Based on these, the session provides practical tips on how to make your class work smoothly with the new generation of students.

### Buy New Shoes! Test Anxiety in the Evaluation of Knowledge

Katarzyna Kubaszewska  
Audience type: an inexperienced-audience  
Focus: primary-education  

How to reduce test anxiety? Young learners answered questions on how the issue of testing should be
improved. Being in teachers’ shoes for a moment they designed stress-free tests. Their surprising ways of thinking inspired me to prepare a practical workshop full of upgraded testing methods and ideas according to what children really need.

L

**Funny and motivating English lessons for students with SEN (special educational needs)**

*Lecture Hall Room 136*

Eva Lange  
2017-09-16 16:45

*YL*

Audience type: a general audience  
Focus: primary-education

Students with special educational needs can be challenging for most of the teachers as they do not have enough information, knowledge and experience in teaching these students. Did you know it can be fun and your students may love the English lessons?

Your lessons can be motivating, funny and more enjoyable for both you and your students. Let’s try these tips and tricks.

**NTPR – No Teacher’s Preparation Required**

*Lecture Hall Room 134*

Przemysław Łazaronek  
2017-09-15 15:15

*GEN*

Audience type: a general audience  
Focus: EFL-education

You’ve been busy. We all are. The copy machine was out of order and you forgot you cards to play a game. Happens. But you told your students you would do something fun. The bell rings. No time to prepare. Failed again? No! With NTPR activities all you need to know is what to do.

In my workshop I’d like to show you my favourite activities to energize and entertain students, practice grammar and writing and simply talk more in a classroom.

**Let’s get better together!**

*Lecture Hall Room 134*

Katarzyna Łaziuk  
2017-09-15 16:40

*GEN*

Audience type: a general audience  
Focus: secondary-education

Are you a busy teacher having no time for yourself but only for your students? If the answer is “yes” the session is for you. We will be reflecting upon our own teaching, discussing ideas, sharing successes and problems. Developing positive teacher-student relations is the other issue we are to talk over. Together we will renew our commitment to education.

Let’s do it together!

**Building speaking self-confidence in students.**

*Lecture Hall Room 132*

Kamila Łęźniak  
2017-09-16 12:45

*ESP*

Audience type: a general audience  
Focus: tertiary-education

My workshop will focus on presenting confidence-building speaking activities that I tested with my PhD students at Jagiellonian University. My teaching experience shows that content is hardly ever an issue when it comes to delivering a presentation/talk to a wider audience. However, presenting your thoughts in a foreign language is challenging.

Discussed activities can be used in any teaching context, including business environment.
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<td>Teenagers and adults wanna have fun too! Edutainment in ESL classroom when teaching for exams.</td>
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<td>Know your rights – and your lefts</td>
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Wordless picture books are often seen as a resource for pre-literate young learners, but their flexibility makes them a powerful resource for learners at all levels and of all ages. We will look at a variety of books and activities, as well as strategies for using similar ideas even when such books are hard to find.

Exam preparation is challenging, but tedious at times. Following the curriculum, some teachers focus on presenting types of exam tasks and doing mock exams. Undoubtedly, it is vital to do so and one cannot neglect it. On the other hand, the class may become quite repetitive and monotonous. It is pivotal at this point to highlight that it is mostly the case when teaching high school students and university students since they are believed to be too adult for fun. In addition, it is thought that there is insufficient time for teaching with a twist. Needless to say, routine can be a source of boredom and demotivation. To avoid it, one can incorporate variety of activities to make teaching for exams (matura in particular) fun. Therefore, the aim of this workshop is to present some ideas which can be used when preparing students for written or speaking exams. Can teaching receptive skills such as reading be more interesting than just „Match the titles with the paragraphs“? Definitely, yes! Can enhancing productive skills such as speaking and writing be more unconventional than „In the picture I can see“ or „Yes, I agree because…“? It sure can!

Specifically, in my workshop I will put an emphasis on ‘edutainment’ and its role in teaching integrated skills, developing students’ creativity, argumentation and logical flow. During the workshop not only will I bring movement into class, but I will also take advantage of ICT, such as the Internet, mobile phones, Kahoot.it application, etc. By doing this, I will attempt at addressing different learners’ types so that English learners – as underlined in the leitmotif of this year’s congress – will have a chance to reach their peaks!

Spoken and written language continually throws up examples of apparent ambiguity, but listeners and readers usually manage to draw the right conclusion about the intended meaning. Features of pronunciation, vocabulary and grammar generate various kinds of potential ambiguity – sometimes accidentally and sometimes deliberately, for humorous effect - but English, nevertheless, doesn't collapse into a heap of confusion and misunderstanding.

This talk is about the common origin of the various meanings of ‘right’, and the relationships between ‘right’, ‘left’ and many other words, including ‘correct’, ‘dexterity’, ‘dogma’, ‘direct’, ‘royal’, and ‘sinister’. ‘Right’ also throws light on the nature of the English lexicon, randomness and ‘motivation’ in language, the difference between ‘indeterminacy’ and ‘ambiguity’, and the process of learning vocabulary.
Nowe CEFR – rewolucja w dydaktyce językowej?!  
Lecture Hall Room 120  
GEN  
Waldemar Martyniuk, Marcin Smolik, Grzegorz Śpiewak  
2017-09-16 15:00  
Focus: EFL-education

Dobiegają końca prace zespołu ekspertów Rady Europy, których celem jest szczegółowy opis mediacji - piątej obok mówienia, pisania, rozumienia ze słuchu i czytania sprawności językowej przedstawionej - dotychczas jedynie w zarysie - w Europejskim systemie opisu kształcenia językowego (ESOKJ). Powstał pełniejszy teoretyczny opis tej sprawności, testowane są wyskalowane zestawy przykładowych wskaźników biegłości. Zapraszamy do rozmowy na temat konsekwencji, jakie z tych prac wynikają dla uczenia się, nauczniania i oceniańia biegłości językowej.

How consciously do teacher trainees develop their own language skills?  
Lecture Hall Room 136  
TT  
Claudia Molnár  
2017-09-15 16:40  
Focus: EFL-education

During this talk I will present the findings of a study investigating how autonomous EFL teachers are in the amount of exposure they present themselves to authentic English language. The outcomes of this study will be used to feed into the wider study of whether the implementation of learner autonomy at a training level develops more confident, communicative teachers.

Making teaching and learning enjoyable  
Lecture Hall Room 138  
GEN  
Ron Mukerji  
2017-09-17 11:30  
Focus: EFL-education

Tips for English language teachers:

a) How to motivate the 21st century learner by making the process enjoyable for them, and at the same time

b) How to motivate teachers by making the task of teaching less arduous and more enjoyable for them.

Wesoła wędrówka przez angielskie słówka  
Lecture Hall Room 131  
YL  
Anna Musielak  
2017-09-16 18:00  
Focus: primary-education

Dzieci, uczą się poprzez zabawę, w sposób naturalny i niejako „przy okazji”. Podczas warsztatu przedstawimy Państwu proste aktywności, które sprawią, że nauka angielskich słówek będzie efektywna i ciekawa. Poprzez komunikatywne gry, zabawy i projekty manualne, dowiemy się jak zachęcić najmłodszych do nauki słówek w kontekście i sprawić, że nawet praca ze słownikiem będzie ekscytująca i ciekawa.

Paleontology of Matura  
Lecture Hall Room 132  
TEA  
Roman Ociepa  
2017-09-15 15:15  
Focus: secondary-education

The Ministry of Education is planning to introduce a number of changes in the Matura Exam in English. In this interactive talk we will investigate the history of this exam and its current state. We will look at inconsistencies and irregularities in Matura tasks. Then we will suggest a number of improvements and examine alternative ways of testing school-leavers.
Tailored ESP/EPP courses for YOUR group of learners

Lecture Hall Room 318

Łukasz Olesiak

Audience type: a experienced-audience

Focus: tertiary-education

Teaching English for Specific/ Professional Purposes (ESP/ EPP) courses has always demanded double effort from teachers, who apart from teaching, needed to author course materials to meet the specific, job-related demands of their students.

Finally, the days of one-size-fits-all course materials in ESP are gone.

Join this session if you would like to make sure that your learners make the best of every lesson spent in your ESP/EPP course, practising effective communication in a wide range of professional situations, learning their job-specific low-frequency vocabulary, applying variety of communication strategies within their professional context. And if you wish to learn how to skilfully deliver a process-oriented syllabus by tapping into the right CLIL teaching techniques.

Teaching ESP/EPP has never been this rewarding and learning ESP/EPP so appealing and satisfying.

Teaching beyond the language skills

Lecture Hall Room 318

Łukasz Olesiak

Audience type: a experienced-audience

Focus: tertiary-education

Tertiary education language courses should deliver more than just language skills practice in order to help students succeed on the ever-changing job market of the 21st century. Meeting the needs of students means developing the skills which are valued by their future employers such as critical thinking, collaboration, communication and creativity. These four life skills have become as important as the four core language skills.

This practical and example-rich session will demonstrate how to choose the right course materials to achieve such educational goals and engage students by providing a motivating language learning experience.

Teaching life skills to secondary school students

Lecture Hall Room 135

Aleksandra Oliwa

Audience type: a general audience

Focus: secondary-education

The talk is intended to demonstrate how you can teach essential life skills both in your English classes and in extra-curricular activities. Strategies presented will have an impact on your personal life as well as your rapport with students.

Examples of exercises and activities ready for you to use in your lessons will also be given.

Skype as an effective teaching tool

Lecture Hall Room 324

Daniel Opdy

Audience type: a general audience

Focus: EFL-education

Skype has been usually thought of a means of business or social networking item. In my presentation I would like to present it as a useful teaching tool.

The programme/application when used to teach a class may not only eliminate the teacher’s or students’ problem of "not being there" but also may get students used to the technology that enables them to work online in English.
Teaching Medical English: Stimulating ideas for use in the classroom
Anna Podlewska
Audience type: a experienced-audience
Focus: tertiary-education
2017-09-17 11:30
Lecture Hall Room 135
ESP
This workshop provides fresh ideas for facilitating the development of language and communication skills that doctors and medical students need in a wide variety of settings. In particular, it emphasizes the need to focus on the learner and to maximize learner involvement. Come and take a look inside this virtual medicine bag of high-yield tools such as games, authentic audio and video material as well as a wide spectrum of questions posed in the course of patient interviews.

GoodMemory.pl – a Wikipedia-like dictionary of mnemonic associations for learning English vocabulary
Krzysztof Potyrała
Audience type: a general audience
Focus: EFL-education
2017-09-17 11:30
Lecture Hall Room 143
GEN
An online dictionary full of amusing imaginary mnemonics appealing to learners of different ages and interests? Who will do it? Students. Your students. Give your learners a chance to share their creative ideas with other learners. Show your students GoodMemory.pl – an open Wikipedia-like platform in which vocabulary associations can be submitted by users and for other users.

Join Krzysztof Potyrała, a solitary ‘Don Quixote,’ advocating the use of mnemonic associations in ELT.

Social entrepreneurship in BE
Julie Pratten Kacmaz
Audience type: a general audience
Focus: EFL-education
2017-09-16 12:45
Lecture Hall Room 232
BE
Real innovation in business English requires a shift from the BE of traditional course book dinosaurs. It involves connecting innovative business ideas and creating BE lessons through the eyes of the social entrepreneur. BE teachers are constantly under pressure; How can we be better teachers? and How can we improve our performance and that of our learners? The question that is often ignored is How can we ensure that the business we are teaching is sustainable?

This session explores how we can create business English material that ticks all the boxes, AND have a think local and act global approach.

Teacher expertise: knowledge and practise.
What we need to know and what we need to do.
Tony Prince
Audience type: a general audience
Focus: EFL-education
2017-09-15 15:15
Lecture Hall Room 120
TT
This talk will look at what it means to be an expert teacher, both in terms of knowledge related to the curriculum, and practise related to the class. It will examine how institutions develop expert teachers (in terms of pre-service and in-service support) and how teachers become experts (regarding our own continuing development).

The What, Why, How and Will of Teaching and Learning
Tony Prince
Audience type: a general audience
Focus: tertiary-education
2017-09-16 09:00
Lecture Hall Aula 128
GEN
Teaching very often focusses on the ‘what’: the language point to be covered and the content area to be understood. However, student success is more often determined by the will: the motivation to learn and the determination to persevere. The will is often closely related to the why of teaching and learning - understanding the value of the task, and the how - believing that it can be achieved.

This session will explore each of these areas of teaching and learning in turn, the ‘what’, ‘why’, ‘how’ and ‘will’, looking at the research related to them and the application of this to the classroom.

### The Questions We Ask

**Lecture Hall Room 138**  
**PSYCH**  
Kateryna Protsenko  
Audience type a inexperienced-audience  
Focus: EFL-education

In this workshop, we are going to explore how different types of questions we ask can change the way our learners retain and use the target language, and how we can structure and sequence the questions and tasks to get the most out of our lessons.

### 7 Grzechów w Radzeniu Sobie z tzw. Dyscypliną w Klasie

**Lecture Hall Aula 128**  
**GEN**  
Jacek Pyżalski  
Audience type: a general audience  
Focus: EFL-education

Prezentacja dotyczyć będzie konkretnych, ilustrowanych przykładami błędów wychowawczych, które może popełnić nauczyciel reagujący na niewłaściwe zachowania uczniów podczas lekcji.

### All senses on board in teaching very young children.

**Lecture Hall Room 323**  
**YL**  
Anna Rattenbury  
Audience type: a general audience  
Focus: primary-education

The workshop is designed for teachers of very young children, aged 2.5 to 6 years old. The participants will get lots of practical ideas that can be easily used in the classroom. These will help the children learn English effectively using all the senses available to them. Please note that some activities can be a bit messy...but great fun!

### Live lesson: Musical Babies in action!

**Lecture Hall Room 324**  
**YL**  
Anna Rattenbury  
Audience type: a general audience  
Focus: primary-education

A live lesson with children aged 2.5-4 years old attending Musical Babies classes. The purpose of the live lesson is to show how music helps children learn English effectively and retain this knowledge- which is the most important aspect of teaching English to the youngest groups of children. It might also be possible to see some younger children and babies in action.

### Using classical music in teaching English to very young children.

**Lecture Hall Room 324**  
**YL**  
Anna Rattenbury  
Audience type: a general audience  
Focus: primary-education
Have you ever thought that using classical music (as well as folk and some other genres) can help children learn English? If you are in doubt, please feel welcome to attend my practical hands-on session full of sometimes mind-blowing but useful and fun activities. All have been tested and tried in my Musical Babies sessions I am the author of.

**Guess why guessing in your classroom is your best guess**

**Lecture Hall Room 137**

Marta Rosińska  
2017-09-16 11:35

**Audience type:** a general audience  
**Focus:** EFL-education

This very much hands-on workshop is for anyone who would like to learn how guessing activities, prediction tasks and lexical/grammatical pre-quizzes significantly enhance learning. It is also for those of you who are interested to find out what the so-called desirable difficulty is and how it works wonders in our teaching.

Food for thought and lots of practical ideas guaranteed!

**English Classroom – A Space for Meaningful Discussion.**

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**Lecture Hall Room 137**

Anna Roszkowska  
2017-09-16 12:45

**Audience type:** a general audience  
**Focus:** EFL-education

Teenagers and young adults have a natural need to express opinions on topics and issues they feel related to. This need should definitely be used by teachers to enhance students’ performance in speaking and writing skills. Well-organised classroom discussions and debates represent powerful tools to teach students how to form arguments, support and defend their viewpoints.

They also provide an excellent opportunity to pursue meaningfulness in fun-dominated classrooms.

**Implementing assessment for learning in the classroom? Practical ideas!**

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**Lecture Hall Room 143**

Alicja Sablik-Maciejewska  
2017-09-16 18:00

**Audience type:** a general audience  
**Focus:** secondary-education

In this talk I will first briefly discuss the difference between assessment of learning and assessment for learning (AfL). I will then focus on sharing practical AfL activities that can easily be used in each lesson to encourage secondary and adult learners to reflect on their learning and progress. I will show how AfL tasks help teachers fine-tune their lessons to their students’ needs.

**Teaching and learning: cause and effect or process of interaction?**

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**Lecture Hall Room 132**

Maria-Araxi Sachpazian  
2017-09-15 16:40

**Audience type:** a general audience  
**Focus:** EFL-education

Teachers complain that what they teach is not what students learn. Also, despite our collective efforts to make the outcomes of learning longer-lasting, students do not retain the linguistic knowledge or the skills they have developed when lessons are over.

This session attempts to discuss the causes of this phenomenon and to suggest how it might be overcome.
Dobre życie w konstelacji ustawicznych rekonfiguracji.

Jacek Santorski

Audience type: a general audience

2017-09-16 10:15

Jak mantrę powtarzamy, że jedynym nieznienym elementem współczesnego świata są zmiany. Tylko jeszcze nigdy ilość, tempo, natężenie zmian w otaczającym nas świecie, a zwłaszcza ich nieprzewidywalność, nie były tak intensywne.

Podczas tego intensywnego wykładu/warsztatu zatrzymamy się na chwilę, aby zobaczyć:

- charakteryzuje się i jak działa umysł zamknięty oraz umysł otwarty,
- jak zachowując wierność swoim wartościami i poczuciu pierwotnej tożsamości możemy otwierać się na różnorodność rozwiązań i relacji
- ile jest analogii między naszymi szkołami, wydawnictwami, stowarzyszeniami a piłkarzami, którzy co jakiś czas konfigurują narodową drużynę, aby w międzyczasie grać w konkurujących ze sobą klubach narodowych i międzynarodowych

Zrobimy wszyscy Ćwiczenie, które pomoże nam w otwarciu naszych umysłów na różnorodność w relacjach. Otworzymy się na paradoks polegający na tym, że to co nas różni, a może nawet irtować, czy budzić „alergii” w innych ludziach, możemy odnaleźć także w sobie samych i dzięki temu lepiej rozwijać swoje mocne strony, a zarazem zwiększać swoją elastyczność i tolerancję w kontaktach z innymi.

Podstawą ćwiczenia, które przerobimy będzie model Core Quadrant Daniela Ofmana i jego prosty schemat pracy nad naszymi „alergiami”, z którymi możecie zapoznać się już wcześniej zaglądając na https://www.youtube.com/watch?v=shojGC16Tdg

Jestem przeświadczony, że wszyscy wyjdziemy z tego spotkania bardziej odporni na stres, gotowi na różnorodność, wzbogaceni wewnętrznie.

Designing Amazing Classroom Experiences

Jonathan Sayers

Audience type: a general audience

2017-09-16 18:00

ELTjam's Learner Experience Design (LXD) Framework helps create more effective and engaging learning experiences by adapting design principles to an educational context. This talk introduces LXD and how it can be applied to a classroom setting, allowing you to reimagine how you design and deliver your lessons and courses.

Move them with a Movie!

Agnieszka Sękiewicz-Magoń

Audience type: a general audience

2017-09-16 16:45

Images and movies are becoming the rising language of the twenty-first century. Therefore, in my presentation I will show how to use varied video material at different stages of the lesson to enhance students’ overall motivation for learning and to increase their creativity. Come and see ready-to-use ideas to enrich your language teaching.

Heads-Up Activities – A Truly Engaging Alternative To Heads-Down Coursebook Practice

Magdalena Skoros

Audience type: a general audience

2017-09-16 16:45

Focus: EFL-education
Motivating teenage learners can sometimes pose a challenge, especially when the coursebook offers too much predictable heads-down practice. Therefore, during my presentation, I will show how to make simple yet effective adjustments to an average student’s book unit, to deliver engaging heads-up lessons.

Come to learn a great variety of instantly usable techniques to truly involve the adolescents.

**Storytelling - how to use stories in the elt classroom.**

Lecture Hall Room 137  
Edyta Socha  
2017-09-15 15:15  
**Focus:** EFL-education

Stories are a truly flexible source of teaching material that can be used to practice listening, speaking or writing skills and explore every aspect of a language: vocabulary, grammar, even pronunciation. The workshop will aim at presenting a variety of storytelling techniques that will help teachers develop students’ linguistic competence and build positive educational relations.

**How to teach meaningful English?**

Lecture Hall Room 134  
Katarzyna Sochacka  
2017-09-16 16:45  
**Focus:** secondary-education

English teachers are not merely language teachers, but they also tend to be counselors, mentors and even role models. This workshop aims at showing how to combine English language teaching with important, sometimes controversial social issues. Participants will also learn how to help students gain some insight into themselves and the surrounding world.

Ready-made lesson plans and practical tips will help students learn something more than “just a language” – life.

**How to ‘communicate grammar’ – fluently and accurately**

Lecture Hall Room 331  
Ilona Sostronek  
2017-09-15 16:40  
**Focus:** adult-education

‘I know some words, but I cannot use the grammar correctly.’ ‘I want to speak fast to be fluent.’

The students usually know the words, but lack confidence about using grammar correctly and reacting in conversations promptly. Do you feel the same about your students? So, let’s activate the ‘grammar muscles’ together, and take a look at some useful activities.

**Key technologies that are really impacting on teaching and learning**

Lecture Hall Aula 128  
Russell Stannard  
2017-09-15 14:00  
**Focus:** EFL-education

Key technologies that are really impacting on teaching and learning

Russell has more than 25,000 subscribers to his newsletter and runs regular polls on the different tools teachers are using around the world. In this talk, Russell is going to focus on some of the key technologies that teachers in ELT around the world are using and demonstrate real practical examples of their use. A talk full of ideas, based around just a few key technologies with particular focus on feedback, assessment, developing students fluency and flipped/blended learning. A real insight into some of the ways technology is taking teaching and learning around the world.
How you can use Edmodo to blend and flip your learning?

Lecture Hall Room 131

**GEN**

Russell Stannard

Audience type: a general audience

Focus: EFL-education

2017-09-16 12:45

Edmodo is used to over 40 million users and is one of the most commonly used virtual learning environments in language teaching. Edmodo is just one tool that can allow you to blend your learning sharing files, having discussions, creating quizzes, making polls, setting assignments and much more. It also has superb tracking facilities and allows you to see exactly what marks your students got for their assignments and quizzes. etc. The security is also good, so this is an ideal tool for younger learners too.

This workshop is hands on and will get you up and running with using Edmodo. Edmodo can be experienced on any type of device (mobile, tablet) however the best experience and the easiest way to use Edmodo is using a computer or laptop. So please try and bring a laptop if you are planning to come to the session.

Time to think! Why should we make students ponder?

Lecture Hall Room 138

**GEN**

Marcin Stanowski

Audience type: a general audience

Focus: EFL-education

2017-09-16 18:00

Following last year talk on critical thinking, this year’s I aim to present some thoughts on why we should create thinking environments in our classrooms. I will guide you from fake news, through riddles into deeper reflection on the most intriguing questions of the young. And well, those of older folk too.

Who was I when I was me?

Lecture Hall Room 334

**TT**

Daniel Starski

Audience type: a general audience

Focus: secondary-education

2017-09-16 16:45

What happens in you, my friend, after a few years of teaching? Most, if not all of us, have to deal with a situation, when our ideas on lessons fail, at best, to interest the audience. At worst, we might harm them. At this point most of us revert to standard teaching of exercise, test, exercise, test, forgetting about changing the world, developing the young mind, discussing wonders of life until the wee hours, and ultimately focusing solely on matura. How not to let it happen?

I do not have a universal answer, but sure as hell will try to stir some thoughts and hopefully each of us will leave the room with some ideas...

21st century ELT myths and how to go about them

Lecture Hall Room 120

**GEN**

Piotr Steinbrich

Audience type: a general audience

Focus: EFL-education

2017-09-17 10:10

Every now and then the ELT profession falls prey to various trends and fashions. I will refer to three such trends that seem to have sparked a lot of interest among ELT professionals: neuropsychology, positive psychology and educational technology. I will analyze them critically to investigate whether they are likely to bring any benefits and maximize learning and teaching.

Discussion, Debate, Dialogue in the ELT Classroom

Lecture Hall Room 120

**GEN**

Margit Szesztay

Audience type: a general audience

Focus: EFL-education

2017-09-16 10:15

As a language teacher, I have always wanted my students to communicate in English - beyond the ability to buy a ticket, order a meal, or refuse an invitation politely. A deeper dimension of talk involves exploring
ideas creatively, appreciating a richness of perspectives, and at times questioning your own beliefs and assumptions. Engaging in discussion and dialogue takes special language skills, as well as personal qualities such as open-mindedness and the ability to listen attentively.

This plenary will explore what language teachers can do to trigger and facilitate engaging and meaningful classroom interaction.

**Discussion, debate, dialogue: plenary follow up**

Lecture Hall Room 136  
Margit Szesztay  
2017-09-17 11:30  
Audience type: a general audience  
Focus: secondary-education

This session will provide space for a follow-up discussion of the ideas presented at the plenary. Through a variety of group interaction modes you will have the opportunity to raise questions and share challenges and successes with regard to meaningful and engaging classroom interaction.

**Get ready for one-to-one classes**

Lecture Hall Room 331A  
Dominik Szuliński  
2017-09-16 18:00  
Audience type: a general audience  
Focus: adult-education

Teachers run into problems when asked to conduct individual lessons because they are almost always trained to work with a group of people. Teachers must explore effective one-to-one language teaching on their own. Inevitably, they make mistakes. In my session, I will present how to conduct one-to-one classes in order to maximize the result, establish a good rapport with a student and design effective handouts.

**Assessing Young Learners – a heavy burden or a powerful tool?**

Lecture Hall Room 132  
Barbara Szybowska  
2017-09-16 11:35  
Audience type: a general audience  
Focus: primary-education

Although continuous assessment is a key element in teaching Young Learners, it tends to be a tricky task for teachers. On the one hand we want our students to be given the opportunity to demonstrate their abilities, but on the other hand we are worried about causing anxiety and demotivating them. However, we need to check how effective our teaching is.

What is more, headmasters, parents and guardians expect us to evaluate students’ progress thoroughly and demonstrate tangible results.

In this practical workshop I am going to present a variety of assessment activities for young learners and a few tips on how to choose and design suitable and enjoyable tasks.

**My topsy turvy grammar - turning grammar classes upside down.**

Lecture Hall Room 132  
Natalia Szygenda  
2017-09-16 16:45  
Audience type: a general audience  
Focus: EFL-education

The presentation focuses on my experience of teaching grammar to teenage students based on the principles of a flipped classroom, showing both advantages and potential difficulties of using that approach. It will familiarise the participants with ways of organising such a course and using technology to develop students’ autonomy and creativity.

It will show examples of tasks requiring students to develop higher order thinking skills and using grammar in communication.
### Simpler. Clearer. Stronger. How to speak and write science better.

**Lecture Hall Room 134**

**Monika Śleszyńska**

**Audience type:** a general audience  
**Focus:** tertiary-education

I will share with other EAP teachers that speaking/writing science in simple English is not simplistic and of lower quality. I will show how to cut the ‘linguistic clutter’ and convey the message clearly, precisely and effectively. I will also give examples how teaching plain English helps me improve my own revising skills.

### How to make children speak?

**Lecture Hall Room 138**

**Bogna Śmieja**

**Audience type:** a general audience  
**Focus:** primary-education

Is it possible to make kindergarten children speak English in sentences? This live lesson is a step-by-step recipe how to achieve it. I will also present a handful of games for pre-schoolers.

### How to give your first IATEFL presentation?

**Lecture Hall Room 318**

**Grzegorz Śpiewak**

**Audience type:** a general audience  
**Focus:** EFL-education

This presentation is NOT for you if you already know how to begin and end your session well, how to get your audience’s attention right from the start and keep it throughout, how to use your voice and body language, and - last but not least - how to keep your stress levels in check. In just under 45 minutes, I’ll share some of the key do’s and don'ts, tricks and tips for less experienced presenters, based on 25 years of my own session giving, as well as coaching and evaluating other presenters.

### Tensions in teaching; reconciling the need to teach and test.

**Lecture Hall Room 323**

**Alex Thorp**

**Audience type:** a general audience  
**Focus:** EFL-education

Teachers face tensions when preparing students for exams, trying to reconcile the need to teach and to test. This session considers how developing a progressive assessment literacy can ensure that learning remains the focus of classroom practice and explores the notion that contemporary approaches to assessment can, when incorporated into teaching practices, enhance learning outcomes and provide an invaluable tool.

### Humour as an Essential Language Skill at the Workplace

**Lecture Hall Aula 128**

**Geoff Tranter**

**Audience type:** a general audience  
**Focus:** adult-education

When giving presentations or when involved in serious discussions, it is useful to incorporate humour to motivate one’s audience or help break the ice. Care and cultural sensitivity is required, but having a repertoire of humour skills to be used when appropriate can prove extremely useful. This session will offer a range of humour-based teaching activities to promote such skills.
Content and Language Integrated Learning refers to teaching subjects such as science, history, music, art and geography to students through a foreign language. English teachers in Poland rarely teach other subjects through English but often integrate them into their teaching as it makes the lessons more fun and interesting. Besides, the so called “soft CLIL” develops children’s creativity and helps acquire new words more effectively. This session will provide you with practical and creative activities and ideas on how CLIL and cross-curricular work can help your young learners learn better and have lots of fun in their English classes.

What is authentic language? Can graded language in coursebooks be authentic? Or is it inevitably artificial? To answer these questions and to show teachers how language in the classroom can be both authentic and accessible, this practical talk brings into light the cooperation of Pearson and BBC and showcases its synergy effect focusing particularly on the new approach to video in Pearson’s new upper-primary course English Class and the blockbuster Speakout.

Intercultural Awareness in language learning enables us to expand our limited perspective of how we think language is used. Teachers and students have their cultural perspectives that enable or hinder teaching and learning. Being culturally aware can provoke challenges in how we perceive things.

Should English teachers teach values? Is it possible to do it during English lessons? YES! In this practical session I would like to show that it is possible to combine teaching students positive attitudes towards other cultures, critical thinking skills and empathy with enjoyable and motivating activities. My main focus will be on the use of simple communicative tasks which in a subtle and unobtrusive way develop students intercultural competence.

With the use of the free adaptive tool for teaching, offering a wide array of practical teaching applications
in the classroom, you will have the opportunity to design engaging, cultural-based content activities. We will see how to spark students’ interest regarding London Landmarks with the creation of a discussion or survey on Kahoot! We will experiment with quizzes and jumble games, in which I use covered images, short movies or pictures, to check how much students already know about the topic I intend to pursue. I will also demonstrate that Kahoot! constitutes the perfect tool for checking the reading or listening comprehension of authentic materials.

Finally, you will have a possibility to collaborate on making your own outstanding lesson in order to see how the use of Kahoot can easily contribute to creating a learner-centered environment in a friendly and competitive atmosphere.

**Reaching the Peaks in continuous professional development**

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**Lecture Hall Room 132**

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**Using visual note taking or “sketchnoting“ with young learners**

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**Lecture Hall Room 318**

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**The Rainbow Classroom: Practical Ideas for Representing Diversity Issues**

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**Lecture Hall Room 331**

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Being a good professional, always ready to develop our knowledge and skills, while at the same time remaining optimistic, creative and full of energy in everyday teaching activities is a very demanding task for each of us. We all try to do or best: participating in time-consuming training sessions, seminars, courses or conferences - to be up-to-date with all novelties. In my introductory presentation I will concentrate on those forms of professional development that enable us to “reach the peaks” without leaving our homes, sitting comfortably in an armchair and sipping coffee.

While talking about online conferences, MOOCs, webinars, websites offering materials for teachers, e-books, articles, free online glossaries and dictionaries or videos, I will refer to my own experience in the area of “armchair CPD”. I have also prepared an “e-handout” with the set of useful links to these forms. Moreover, since I strongly believe in the power of teams (synergy effect) and networking, I am sure that during this workshop we will be able to not only discuss and critically review the content provided by me, but also create together an “additional e-CPD package” with tips and links useful for all of us, so: WELCOME!

Visual notetaking or sketchnotes is a method of recording notes that isn’t limited to writing but incorporates more pictoral aspects such as icons, arrows, boarders and more. This style of notetaking helps create more memorable notes that students actually want to revisit. However, visual notetaking and sketchnoting can be applied to more than just simple notes. In this session we’ll look more and the why and how of sketchnoting as well as four simple ideas to use in lessons and four practical activities that you can use tomorrow.

The majority of EFL learning materials continue to perpetuate the values of white, middle-class Britain which is at odds with the ‘real world’ occupied by most learners and teachers. Research shows that this not only hinders language acquisition, but also that teachers often feel poorly equipped to deal with diversity issues within the classroom, due to a perceived lack of institutional support and fear of the ‘unknown’ as regards how to sensitively approach ‘delicate’ topics.

The aim of this presentation will be to explore the pedagogical and social imperatives for integrating diversity issues into EFL programmes as well as to propose practical ideas for facilitating supportive and inclusive classrooms.
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<th>Title</th>
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<tr>
<td>Means of presentation of new lexis and their impact on powers of recall</td>
<td>Lecture Hall Room 324</td>
<td>18:00</td>
<td>Victor Wloch</td>
<td>a general audience</td>
<td>EFL-education</td>
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<td>This talk presents a study, which explores the impact of the method of presentation (direct translation, monolingual explanation and monolingual contextual explanation) of new lexis on powers of recall. The talk summarizes the state of research concerning teaching lexis and intended phases of presenting new vocabulary based on Aitchinson’s concept of the mental lexicon. It answers the question which of these strategies evoke the greatest impact on recollection through assessing the pupils’ performance in regular vocabulary tests after corresponding lesson stages of presentation.</td>
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| Erasmus+ KA1 mobility application explained                           | Lecture Hall Room 318             | 11:35              | Tomasz Woźniak           | a general audience    | secondary-education           |
| During this workshop you will learn when and how to apply for teacher training courses in the UK, Ireland and Malta on behalf of your school. The whole process will be explained in detail, including the content of the application, the amount of funding and destination options. Target audience: state school (primary, secondary and vocational) and private (only legal bodies) teachers. The workshop will be in Polish due to the nature of the application process. |

| Teaching English through Art – workshop                              | Lecture Hall Room 135             | 16:45              | Sylwia Zabor-Żakowska     | a general audience    | EFL-education                 |
| I would like to present briefly an idea of teaching English through art based on the book “Poetry and Art for Creativity - Inspirations” which was rewarded with the European Language Label Prize in 2016. Then I would like to run a practical workshop where learners not only learn a language but also train their creative thinking skills, collaboration and are introduced to the world of art. |

| See – Think-Wonder – an interdisciplinary CLIL lesson on County Kent  | Lecture Hall Room 136             | 17:30              | Aleksandra Zaparucha     | a general audience    | EFL-education                 |
| With the rise of CLIL, more and more English teachers are trying to include its ‘soft’ version into their school repertoire. In this workshop I would like to present an interdisciplinary lesson on history, architecture and geology of County Kent based on the See-Think-Wonder procedure, one of thinking procedures designed by Project Zero of the Harward School of Education. It gives students time to think and write, then conduct group discussions and analyse the material in order to pose questions. This is followed by a mini presentation and a summary in a graphic form (mind map or concept map), or in a written form (one-sentence summary). |

| Keep BLOOMing                                                        | Lecture Hall Room 323             | 16:45              | Magda Zawadzka            | a general audience    | secondary-education           |
|                                                                      |                                    |                    |                          |                      |                               |
60 years ago Benjamin Bloom showed how educational objectives progress from LOTS (lower order thinking skills) to HOTS (higher order thinking skills) and how addressing them can lead to deeper learning. In my session I will share LOTS of HOT ideas on how to introduce Bloom’s taxonomy through language tasks in a way that will leave your students BLOOMing.

**Context as pretext in a teenage language circus**

Lecture Hall Room 324

Michał Zboś

2017-09-15 17:30

Audience type: a general audience

Focus: secondary-education

In wild teenage classrooms controlled, lexico-grammatical practice is often uninteresting, daunting and equally off-putting for both parties so students are pacified to do the boring stuff. In my practical session I demonstrate numerous, tried-and-tested tasks and tricks we can play on crazy teenage brains so they undergo the illusion of having good fun – a disguise for serious learning.

**Quizziz, Plickers and Quizlet- phones in action**

Lecture Hall Room 137

Kinga Zedlewski-Lontkowska

2017-09-16 18:00

Audience type: a general audience

Focus: secondary-education

Quizziz, Quizlet and Plickers are the apps which allow us to attract our students’ attention to teach, revise or test a particular language issue in a form of a game and with the means of students’ phones. And what if the only person with the phone and the internet is a teacher?

It is still possible to have some fun.

**Book or NO BOOK – debate**

Lecture Hall Room 120

Hugh Dellar, Joanna Łucka, Daria Domagała, Monika Bigaj-Kisala

2017-09-17 12:40

Audience type: a general audience

Focus: EFL-education

Teachers of English are constantly confronted with new approaches and techniques. Some of them call for abandoning traditional coursebooks as they seem to be an obsolete tool in the 21st century. What is the rationale then for abandoning coursebooks? What is the rationale for keeping them in the classroom? Would authentic materials be an suitable replacement for coursebooks? Should we base our teaching on role-playing games?

The purpose of the BOOK OR NO BOOK debate is to answer these questions and examine the role of coursebooks, authentic materials and alternative materials in modern ELT.
IATEFL PL WHO ARE WE?

The full name of our organisation is

Stowarzyszenie Nauczycieli Języka Angielskiego w Polsce IATEFL Poland

We are an Associate Member of

IATEFL: International Association of Teachers of English as a Foreign Language
- a teachers’ organisation with its headquarters in Great Britain.

Membership of our organisation is open to all teachers of English in Poland, both active and retired, and to students of Teacher Training Colleges and English Language Faculties.

Our activities comprise:
1. Regular workshop meetings in regional centres run by members and/or invited guests, covering matters of professional interest to the members.
2. An annual two or three-day conference, with papers, workshops and presentations, as well as exhibitions of books and other teaching materials.

- 1st IATEFL Conference in Karniowice - April 1992 (ca 400 participants)
- 2nd IATEFL Conference in Kraków - October 1993 (ca 500 participants)
- 3rd IATEFL Conference in Kielce - November 1994 (ca 580 participants)
- 4th IATEFL Conference in Gdańsk - November 1995 (ca 650 participants)
- 5th IATEFL Conference in Poznań - November 1996 (ca 800 participants)
- 6th IATEFL Conference in Łódź - November 1997 (ca 850 participants)
- 7th IATEFL Conference in Wrocław - November 1998 (ca 900 participants)
- 8th IATEFL Conference in Katowice - November 1999 (ca 850 participants)
- 9th IATEFL Conference in Kraków - November 2000 (ca 1000 participants)
- 10th Anniversary IATEFL Conference in Warsaw - September 2001 (ca 1100 participants)
- 11th IATEFL Conference in Poznań - November 2002 (ca 1000 participants)
- 12th IATEFL Conference in Wrocław - September 2003 (ca 1000 participants)
- 13th IATEFL Conference in Radom - September 2004 (ca 1000 participants)
- 14th IATEFL Conference in Toruń - September 2005 (ca 900 participants)
- 15th IATEFL Conference in Poznań - September 2006 (ca 900 participants)
- 16th IATEFL Conference in Łódź - September 2007 (ca 1000 participants)
- 17th IATEFL Conference in Łódź - September 2008 (ca 1000 participants)
- 18th IATEFL Conference in Poznań - September 2009 (ca 800 participants)
- 19th IATEFL Conference in Bydgoszcz - September 2010 (ca 850 participants)
- 20th Anniversary IATEFL Conference in Warsaw - September 2011 (ca 900 participants)
- 21st IATEFL Conference in Wrocław - September 2012 (ca 800 participants)
- 22nd IATEFL Conference in Łódź - September 2013 (ca 800 participants)
- 23rd IATEFL Conference in Lublin - September 2014 (ca 800 participants)
- 24th IATEFL Conference in Kraków - September 2015 (ca 1100 participants)
- 25th IATEFL Conference in Szczecin - September 2016 (ca 800 participants)

3. The publication of a newsletter, with articles and other contributions from members of IATEFL all over the world and the administration of the IATEFL Poland web site.
4. Activities of SIGs - Special Interest Groups - sub-units within the Association - with their own membership, meetings, newsletters, etc.

IATEFL Poland maintains contacts with teachers’ organisations in Poland and other countries. It is a member of:

- NELLE: Network English Language Learning in Europe
- IC/NCTE: International Consortium of the National Council of Teachers of English (an American organisation).

The Association invites teachers from parallel organisations to its conferences, and sponsors attendance of its members at events in Poland and abroad.
IATEFL POLAND MISSION STATEMENT

IATEFL Poland aims to be the leading organisation representing English teaching professionals within the country, offering a range of services and publications which serve to support and maintain the development of its members within the EFL world.

We strive to reach out to a wide circle of teachers from all levels of the Polish educational system, whilst strengthening and enhancing our links with leading publishers and other educational institutions. We welcome global contacts and embrace all those who wish to further serve the needs of our members.

How to join?
All teachers wishing to join IATEFL Poland in the year 2017/2018 are required to pay the annual membership fee of 80.00 PLN (this membership includes free membership of one IATEFL Poland SIG; your preference should be reported to the Co-ordinator of the SIG of your choice).

The membership fee should be paid to:

Bank Zachodni WBK 9 oddział Warszawa
Account no 6 1090 1883 0000 0001 0194 5244
Stowarzyszenie Nauczycieli Języka Angielskiego w Polsce – IATEFL Poland
ul. Michałowskiego 4, 31-126 Kraków

What are Regions?
The aim of the IATEFL Regions is to provide easy access workshops and seminars to teachers in the Region. Regular workshop meetings in regional centres, run by IATEFL Poland members and/or invited guests, covering matters of professional interest, are free for all IATEFL Poland members.

Members of IATEFL Poland are automatically members of a chosen Region.

YOU CAN BE ACTIVE IN IATEFL POLAND - BE ACTIVE IN YOUR REGION!

What are the SIGs?
The aim of the IATEFL Poland Special Interest Groups is to extend the work of IATEFL into several specialist areas, to enable professionals with special interests in ELT to benefit from information, news, developments and events in their special interest areas. Special Interest Groups are run by IATEFL Poland members for other members.

Each Special Interest Group aims to organise mini-events, provide its members with newsletters and updates on developments in the field.

Members of IATEFL Poland are entitled to join one Special Interest Group free.

YOU CAN BE ACTIVE IN IATEFL POLAND – JOIN AN IATEFL SIG!

WHO IS WHO AT IATEFL POLAND

Prof Jan Rusiecki
IATEFL POLAND PATRON

Executive Committee
Joanna Leszkiewicz – Committee Member, President, president@iatefl.org.pl
Andrzej Obstawski – Vice-President, vice@iatefl.org.pl
SIGs Regs Coordinator
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Andrzej Obstawski, Szczecin Region Representative, andrzej.obstawski@iatefl.org.pl
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Marcin Stanowski, Global Issues SIG Co-ordinator, marcin.stanowski@iatefl.org.pl
Małgorzata Zdybiewska-Garbacik, Culture in ELT SIG Co-ordinator, malgorzata.zdybiewska-garbacik@iatefl.org.pl

Conference Organising Committee
Anna Rogalewicz-Gałucka, office@iatefl.org.pl
Natalia Rogalska, exhibitors@iatefl.org.pl

Admin Staff
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Anna Rogalewicz-Gałucka, Chief Administrative Officer, Database Administrator, office@iatefl.org.pl
**IATEFL POLAND MEMBERSHIP**

All teachers wishing to join IATEFL Poland in the year 2017/2018 are required to pay the annual membership fee of 80.00 PLN. The fee includes free membership of one IATEFL Poland SIGs (Special Interest Groups - the complete list of SIGs found can be on www.iatefl.org.pl). Please choose a SIG of your preference and report your choice to IATEFL Poland Office by email at: office@iatefl.org.pl.

**The membership fee should be paid to:**
Bank Zachodni WBK o/Warszawa
Account no.: 16 1090 1883 0000 0001 0194 5244
Stowarzyszenie Nauczycieli Języka Angielskiego w Polsce - IATEFL Poland
ul. Michałowskiego 4, 31-126 Kraków

**IMPORTANT!**

If you change your mailing address after the registration, please remember to inform us about this as soon as possible at: office@iatefl.org.pl. This is the only way to guarantee that you receive all IATEFL PL info or/and publications, hence fully profiting from your IATEFL PL membership.

**IATEFL POLAND GRANT SCHEME**

What all IATEFL Poland members should know about grant opportunities within their own organisation – the “what and “how”.

One of the attractive options IATEFL Poland offers its members is sponsorship to IATEFL conferences in Poland and abroad as well as participation in summer Teacher Training courses in the UK. The funds for this come from membership fees, the British Council and income from publishers (exhibition space at the annual conference and advertising space in the conference programme as well as the newsletter). We strongly encourage all eligible IATEFL Poland members to apply for the grants available.

**National Conferences**

The number of grants offered varies depending on funds available. Costs are not covered before the event. Reimbursement is made after the annual conference on the basis of submitted bills (for hotel, travel, etc.) In order to apply for a grant you must:

- be a paid up member of IATEFL Poland,
- have been a member of IATEFL Poland for at least one year,
- submit your application letter to the Recruiting Committee by the given deadline.

No member is eligible for a grant if she/he has received one in the previous two years.

**International Conferences**

The number of grants available varies depending on funds available and the total cost of participation. The requirements described below do not refer only to the IATEFL Conference in the UK. A member may apply for a grant to other events organised (or co-organised) by IATEFL. In order to apply for a grant you must:

- be a paid up member of IATEFL Poland
- have been a member of IATEFL Poland for at least one year,
- be giving a presentation at the conference (the Recruiting Committee must receive confirmation that your presentation has been accepted),
- have a written support from your Local Representative or a SIG Co-ordinator,
• submit your application letter and copy of Speaker’s Proposal Form to the Recruiting Committee by the given deadline.

No member is eligible for a grant if she/he has received one in the previous two years.

**Summer courses in the UK**
The number of grants offered varies depending on funds available. In order to apply for a summer school grant you must:

- be a paid up member of IATEFL Poland,
- have been a member of IATEFL Poland for at least one year,
- be an active member in your Region or SIG,
- have a written support from your Local Representative or a SIG Co-ordinator,
- submit your application letter to the Recruiting Committee by the given deadline.

No member is eligible for a grant if she/he has received one in the previous two years.

**PRIZE DRAW**

Dear Participants,

We would like you to take part in the Prize Draw that will take place on Sunday, 17th September at the Closing Ceremony.

Every person who has completed and handed in the Conference Feedback Form included in the Conference Programme and is present at the prize draw, can win one of the great prizes provided by our sponsors. The forms should be handed in at the IATEFL Poland stand or to the monitors during the conference.

**Prizes:**

**IATEFL Poland** is offering

- one grant up to 3000 PLN for the teacher training course to IATEFL POLAND MEMBERS
- one grant to cover the cost of the registration fee for the 27th IATEFL Poland Conference in 2017

**SOL Sharing One Language** is offering In-service Language and Methodology courses.

**The Devon teacher course – 12 days from August 5th**

The first prize is one free place (excluding travel to London) on the SOL course in Devon OR on one of our SO(u)L camps on the Danube which will be in Sremski Karlovci, Serbia July 15th – 22nd or Šamorin, Slovakia July 25th – Aug 1st.

The second prize will be a half price offer of the Devon course.

**Context Language Solutions & Lexical Lab**

2-tygodniowy Kurs metodyczny w Londynie, sponsorowany przez Lexical Lab oraz Context Language Solutions. Nagroda obejmuje również zakwaterowanie w akademiku oraz przelot. Aby wziąć udział należy wypełnić zgłoszenie na stoisku Context.

**PEARSON**

5 kodów Versant

Versant™ English Placement Test (VEPT) to 50-minutowy, komputerowy test poziomujący, automatycznie ocenający wszystkie sprawności w języku angielskim: rozumienie tekstu słuchanego i czytanego, mówienie i pisanie. Sprawdzony przez wyższe uczelnie i szkoły językowe na etapie przydzielania słuchaczy do odpowiednich grup, VEPT stanowi także idealne rozwiązanie dla kandydatów na studia, osób szukających pracy lub firm chcących potwierdzić poziom zaawansowania językowego na etapie rekrutacji.
WALNE ZGROMADZENIE CZŁONKÓW
Stowarzyszenia Nauczycieli Języka Angielskiego w Polsce IATEFL Poland
odbędzie się w budynku Akademii Techniczno-Humanistycznej w Bielsku-Białej ul. Willowa 2
w sobotę 16.09.2017 r. o godz. 13.30 – Aula
Wszyscy członkowie są zaproszeni do wzięcia udziału w Zgromadzeniu.

Proponowany porządek obrad Walnego Zgromadzenia:
1. Wstęp Prezesa
2. Wybór przewodniczącego Zgromadzenia
3. Zatwierdzenie porządku obrad
4. Zatwierdzenie protokołu Walnego Zgromadzenia Członków z 3 czerwca 2017 r.
5. Sprawozdanie z działalności Zarządu
6. Wolne wnioski

ANNUAL GENERAL MEETING
International Association of Teachers of English as a Foreign Language in Poland IATEFL Poland
University of Bielsko-Biała, ul. Willowa 2 Aula
Saturday 16th September 2017 at 1.30 p.m.
All members are invited to attend the meeting.

The proposed agenda for the Annual General Meeting is as follows:
1. Introduction by the President
2. Election of a Chairperson of the AGM
3. Approval of the agenda
4. Approval of the minutes of the OGM on 3rd June 2017
5. Report of the Committee Members
6. Any Other Business
PROTOKÓŁ WALNEGO ZGROMADZENIA CZŁONKÓW
STOWARZYSZENIA NAUCZYCIELI JĘZYKA ANGIELSKIEGO W POLSCE

(International Association of Teachers of English as a Foreign Language in Poland - IATEFL Poland)

Miejsce: Studium Języków Obcych Politechniki Warszawskiej, ul. Rektorska 2
Data: 3 czerwca 2017 roku, pierwszy termin – godz. 14.00, drugi termin – godz. 14.15
Obecni: 14 członków Stowarzyszenia Nauczycieli Języka Angielskiego w Polsce – IATEFL Poland. Wszyscy obecni uprawnieni do głosowania.

1. Wstęp Prezesa Stowarzyszenia Nauczycieli Języka Angielskiego w Polsce
O godz. 14:00 Prezes IATEFL Poland, Joanna Leszkiewicz, ogłosiła, że wobec braku kworum, Walne Zgromadzenie Członków rozpocznie się w drugim terminie, o godz. 14:15.

2. Wybór przewodniczącego Walnego Zgromadzenia
O godzinie 15:15, Prezes IATEFL Poland rozpoczął Walne Zgromadzenie i poprosił zebranych o zgłoszenie kandydatury na przewodniczącego zebrania. Zgłoszono kandydaturę Elżbiety Jarosz i jednogłośnie wybrano ją na przewodniczącą zebrania. Innych kandydatur nie zgłoszono.

3. Zatwierdzenie porządku obrad
Joanna Leszkiewicz powitała zebranych. Po odczytaniu porządku obrad Walnego Zgromadzenia, Joanna Leszkiewicz poprosiła zgromadzonych o uwagi do zaproponowanego porządku obrad. Uwag nie zgłoszono i po głosowaniu (14 uprawnionych do głosowania członków) jednogłośnie przyjęto następujący porządek obrad:
   1. Wstęp Prezesa
   2. Wybór przewodniczącego Zgromadzenia
   3. Zatwierdzenie porządku obrad
   4. Zatwierdzenie protokołu Walnego Zgromadzenia Członków z 17 września 2016 roku
   5. Sprawozdanie finansowe Skarbnika IATEFL Poland
   6. Odczytanie oświadczenia Komisji Rewizyjnej
   7. Głosowanie nad zatwierdzeniem Bilansu oraz Rachunku Zysków i Strat za rok 2016 (Uchwała nr 1).
   8. Głosowanie nad udzieleniem absolutorium dla członków Zarządu IATEFL Poland (Uchwała nr 2)
   9. Wolne wnioski

4. Zatwierdzenie protokołu Walnego Zgromadzenia Członków z 17 września 2016 r.
Przewodnicząca Joanna Leszkiewicz upewniwszy się, że wszyscy obecni zapoznali się z protokołem poprzedniego Zgromadzenia Walnego Członków Stowarzyszenia, spytała zgromadzonych, czy mają jakieś uwagi do protokołu.
Wobec braku uwag rozpoczęto głosowanie nad zatwierdzeniem protokołu Walnego Zgromadzenia Członków w dniu 17 września 2016 roku.
Głosowało 14 obecnych (wszystkie głosy ważne). Protokół został zatwierdzony jednogłośnie przez wszystkich członków obecnych na zebraniu.

5. Sprawozdanie finansowe skarbnika IATEFL Poland


6. Oświadczenie Komisji Rewizyjnej

Wobec braku zastrzeżeń do dokumentów finansowych przedstawionych przez Skarbnika Stowarzyszenia, Komisja Rewizyjna rekomentowała przyjęcie przez Walne Zgromadzenie Bilansu oraz Rachunku zysków i strat za rok 2016 oraz udzielenie członkom Zarządu absolutorium.

7. Głosowanie nad zatwierdzeniem Bilansu oraz Rachunku Zysków i Strat za rok 2016 (Uchwała nr 1)

Bilans oraz Rachunek Zysków i Strat za 2016 r. przyjęto jednogłośnie (Uchwała nr 1) - głosowało 14 obecnych, wszystkie głosy ważne.

8. Głosowanie nad udzieleniem absolutorium dla członków Zarządu IATEFL Poland (Uchwała nr 2)

Jednogłośnie udzielono absolutorium członkom Zarządu IATEFL Poland – uchwała nr 2.

10. Wolne wnioski

Termin następnego Walnego Zgromadzenia Członków IATEFL Poland ustalono na 16 września 2017 roku, podczas dorocznej konferencji Stowarzyszenia w Bielsku-Białej.

Na tym zakończono obrady.

Protokołowała: Elżbieta Jarosz, sekretarz Biura IATEFL Poland

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Przewodnicząca: Joanna Leszkiewicz, prezes IATEFL Poland

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SPRAWOZDANIE Z DZIAŁALNOŚCI
Stowarzyszenia Nauczycieli Języka Angielskiego IATEFL Poland
w okresie wrzesień 2016 – wrzesień 2017

1. Dane rejestrowe
Stowarzyszenia Nauczycieli Języka Angielskiego w Polsce (International Association of Teachers of English as a Foreign Language in Poland, IATEFL Poland)
ul. Michałowskiego 4, 31-126 Kraków
KRS: 0000064716
Regon: 350324970
NIP: 676-20-81-276

2. Misja i cele Stowarzyszenia
Misją IATEFL Poland jest tworzenie forum wymiany myśli i doświadczeń oraz platformy współpracy między nauczycielami języka angielskiego w Polsce i zagranicą, a obecnie również między nauczycielami innych języków obcych. Celem Stowarzyszenia jest też utrzymywanie kontaktów oraz współpraca z ośrodkami nauczania języka angielskiego w ramach organizacji międzynarodowej IATEFL.

3. Członkowie i działalność statutowa Stowarzyszenia
Główne miejsce wykonywania działalności: obszar całej Polski.

Członkami Stowarzyszenia są nauczyciele języka angielskiego z terenu całej Polski oraz studenci szkół wyższych przygotowujący się do zawodu nauczyciela języka angielskiego. Mają oni możliwość uczestnictwa w pracach Stowarzyszenia oraz warsztatach doskonalących ich zawodowe umiejętności w trakcie spotkań w Regionach oraz SIGach (SIG - Special Interest Group – Grupa Tematyczna).

Raz w roku odbywa się międzynarodowa konferencja, w której uczestniczą członkowie Stowarzyszenia, a prezentatorami są wybitni metodycy, uznaní autorzy podręczników z Polski i zagranicy oraz wydawcy. W 2016 roku w Szczecinie odbyła się kolejna, XXV Międzynarodowa Konferencja IATEFL Poland.

Zarząd Stowarzyszenia podejmuje szereg inicjatyw związanych z finansowaniem udziału nauczycieli anglistów w konferencjach międzynarodowych, kursach letnich dla nauczycieli w Wielkiej Brytanii, oraz konferencjach w Polsce. Każdy aktywny członek Stowarzyszenia ma prawo ubiegać się o dofinansowanie. Stowarzyszenie utrzymuje się wyłącznie z wpłat członkowskich oraz opłaty rejestracyjnej za doroczną międzynarodową konferencję.

4. Przewidywane kierunki rozwoju Stowarzyszenia.
Stowarzyszenie planuje utrzymać dotychczasowe kierunki rozwoju, czyli:
· organizowanie dorocznej międzynarodowej konferencji, która umożliwia nauczycielom doskonalenie ich warsztatów zawodowego;
· organizowanie w ciągu roku warsztatów dla nauczycieli w Regionach oraz SIGach;
· umożliwianie nauczycielom wyjazdów na konferencje IATEFL w Wielkiej Brytanii oraz innych krajach;
· udostępnianie nauczycielom udziału w konferencjach związanych z nauczaniem języka angielskiego w Polsce i za granicą;
· współpracę z organizacjami o podobnym profilu działania.

Stowarzyszenie posiada własną stronę internetową, na której, oprócz informacji o działaniach statutowych, ukazują się aktualne informacje o bieżących wydarzeniach, o warunkach ubiegania się o stypendia szkoleniowe, o warsztatach i konferencjach odbywających się w Polsce i za
5. Stan i kierunki zmian w zakresie wyposażenia Stowarzyszenia.

Stowarzyszenie wynajmuje małe pomieszczenie w Krakowie, które stanowi jego siedzibę statutową. Praca członków Zarządu odbywa się w miejscach ich zamieszkania lub pobytu.

6. Władze Stowarzyszenia i Zarząd

Najwyższą władzą Stowarzyszenia jest Walne Zgromadzenie Członków, które zwoływane jest dwa razy do roku: w pierwszym półroczu (ostatnie takie Walne Zgromadzenie, podczas którego został zatwierdzony bilans oraz rachunek zysków i strat, odbyło się 3 czerwca 2017 roku w Warszawie) oraz w trakcie corocznej Konferencji IATEFL Poland (ostatnie Walne Zgromadzenie tego typu odbyło się na Konferencji w Szczecinie, 17 września 2016 roku).

Zarząd, wybierany na okres trzyletniej kadencji podczas Walnego Zgromadzenia Członków, pracuje społecznie przez cały rok. Spotkania Zarządu odbywają się, w zależności od potrzeb, 4 – 5 razy w roku.

Od 17 września 2016 roku Patronem Stowarzyszenia IATEFL Poland jest Profesor Jan Rusiecki, Członek Komitetu Założycielskiego Stowarzyszenia oraz jego pierwszy Prezes.

7. Możliwości płatnicze Stowarzyszenia

Wszystkie zobowiązania finansowe Stowarzyszenia regulowane są terminowo. Zobowiązania wobec Skarbu Państwa regulowane są zgodnie z obowiązującymi terminami i przepisami.

Stowarzyszenie posiada rachunek bankowy:
Bank Zachodni WBK, Oddział Warszawa, nr 16 1090 1883 0000 0001 0194 5244

8. Sytuacja kadrowa

**Zarząd Stowarzyszenia:**
- Joanna Leszkiewicz – Prezes
- Andrzej Obstawski – Wiceprezes, Koordynator Regionów i SIG-ów
- Elżbieta Jarosz – Sekretarz
- Danuta Sołtyska – Skarbnik
- Marta Bujakowska – Członek Zarządu ds. kontaktów z organizacjami partnerskimi w kraju i za granicą
- Dorota Chromińska – Członek Zarządu, koordynator ds. konferencji, strony www oraz periodyków Stowarzyszenia
- Geoffrey Tranter – Członek Zarządu ds. PR i promocji

**Komisja Rewizyjna:**
- Ewa Mroczka - przewodnicząca
- Anna Huńko
- Dorota Pytel

**Pracownicy administracyjni:** Anna Rogalewicz-Gałucka (CAO – Chief Administrative Officer- Sekretarz Biura Stowarzyszenia), Elżbieta Chrzczenowska (Finance Officer – Sekretarz Finansowy Stowarzyszenia).

**Komitet organizacyjny Konferencji IATEFL Poland** (Conference Organising Committee): Anna Rogalewicz-Gałucka i Natalia Rogalska.

Komitet Doradczy (Advisory Council):
- Maria Birkenmajer - Honorary President
- Marta Bujakowska - Honorary President
- Bożena Czarniak - Honorary Committee Member
- Simon Gammell – Director, British Council Poland
- Anna Gębka-Suska - Honorary President
- Anna Gwardyś - Honorary President
- Elżbieta Jarosz - Honorary President

- Organizacja III Ogólnopolskiego Konkursu Krasomówczego dla polskich uczniów szkół w dwóch kategoriach wiekowych: 13-16 oraz 16-19 lat na temat: Europe – your hopes. Celem jest doskonalenie umiejętności wyrażania własnych poglądów, popularyzacja form wypowiedzi publicznej w języku angielskim oraz przygotowanie do udziału w życiu publicznym. Finał Konkursu odbędzie się na Konferencji IATEFL Poland 2017 w Bielsku-Białej, w ramach Pre-conference events.
- Nawiązanie współpracy partnerskiej z MITESOL (Michigan Teachers of English to Speakers of Other Languages)
- Nawiązanie współpracy z Ambasadą Amerykańską oraz organizacja wspólnych warsztatów z Konsulatem Amerykańskim w Krakowie
- Nawiązanie współpracy z organizacją „EFL TALKS”
- Zacieśnienie współpracy z Polskim Stowarzyszeniem na Rzecz Jakości w Nauczaniu Języków Obcych PASE
- Powołanie komitetu organizującego XXVI Konferencję IATEFL Poland w Bielsku-Białej w 2017 r. (uchwała Zarządu z 18.VI.2016).
- Reprezentowanie IATEFL Poland podczas konferencji IATEFL UK w Glasgow przez Annę Rogalewicz-Gałucką, CAO IATEFL Poland.
- Reprezentowanie Stowarzyszenia podczas konferencji TESOL w Seattle przez Joannę Leszkiewicz, prezesa Stowarzyszenia w ramach współpracy partnerskiej.
- Kontynuacja współpracy z IATEFL World (UK) i 26 innymi stowarzyszeniami partnerskimi IATEFL Poland: AzerELTA Iran, AzeTa (Azerbejdżan), BElnATE (Białoruś), BELTA Belgium, BETA (Bułgaria), CAMELTA - Cameroon English Language and Literature Teachers’ Association (Kamerun), EATE (Estonia), ELT (Irlandia), ELTA (Albania), ELTA Serbia, ELTAM (Macedonia), ETAG (Gruzja), ETAi (Jerozolima), IATEFL Hungary (Węgry), IATEFL Slovenia (Słowenia), IATEFL Ukraine (Ukraina), INGED (Turcja), LAKMA (Litwa), MATE Romania TETA Romania (Rumunia), MATE TESOL Haiti, Montenegro ELTM (Czarnogóra), MISSUA/ACTER Moravian and Silesian (Republika Czeska), MITESOL - Michigan Teachers of English to Speakers of Other Languages (USA), SCET/SKA (Słowacja), TESOL France (Francja), TESOL Greece (Grecja), TESOL Macedonia-Thrace (Północna Gracja), TESOL Spain (Hiszpania) i TESOL Tunisia (Tunezja).

Wzajemny udział przedstawicieli w konferencjach, wymiana artykułów, prezenterów.

- Przyznawanie grantów na udział w kursach językowo-metodycznych i konferencjach zagranicznych w kraju.
- Organizacja XXV Międzynarodowej Konferencji IATEFL Poland w Szczecinie w dniach 16 – 18 września 2016 r.
- Wybór wiceprezesa Stowarzyszenia - Walne Zgromadzenie Członków 17.IX.2016 r., pod czas Konferencji w Szczecinie.
- Przygotowanie podstawowej wersji polskiej wersji strony internetowej Stowarzyszenia.
- Bieżąca analiza działalności i dokumentacji Stowarzyszenia przeprowadzana przez profesjonalną firmę zajmującą się ochroną danych osobowych.
- Uaktualnianie strony internetowej Stowarzyszenia na bieżąco.

W okresie od września 2016 do września 2017 zorganizowano szereg szkoleń w formie warsztatów, mini-konferencji i prezentacji na terenie całego kraju oraz za granicą w ramach działalności Regionów i SIGów (w porządku alfabetycznym, począwszy od nazw Regionów):
<table>
<thead>
<tr>
<th>Region / SIG Organizatorzy</th>
<th>Wydarzenia</th>
<th>Data</th>
<th>Miejsce</th>
<th>Prezenter</th>
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</thead>
<tbody>
<tr>
<td>Górny Śląsk</td>
<td>Changes in the English Language, challenging stereotypes and Brexit Be Smart — smart phones in a language classroom</td>
<td>19.11.2016</td>
<td>Rybnik, Language School LOGMAR</td>
<td>Mark Andrews</td>
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<tr>
<td></td>
<td></td>
<td>8.04.2017</td>
<td></td>
<td>dr Katarzyna Wrobel</td>
</tr>
<tr>
<td>Kraków</td>
<td>Kiedy test nie zdaje egzaminu</td>
<td>22.09.2016</td>
<td>KRAKOWSKA AKADEMIA im. Andrzeja Frycza Modrzewskiego</td>
<td>Agnieszka M. Sendur</td>
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<td></td>
<td>Psychologia pozytywna i coaching</td>
<td>25.11.2016</td>
<td>Uniwersytet Ekonomiczny w Krakowie</td>
<td>prof. Alicja Gałązka</td>
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<td></td>
<td>w nauczaniu języków obcych</td>
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<td>Consulate General in Krakow</td>
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<tr>
<td></td>
<td>Joint event of IATEFL Poland and the US Consulate General in Krakow</td>
<td>21.06.2017</td>
<td></td>
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<tr>
<td>Lublin</td>
<td>New and Practical Ideas for Training Listening and Reading Comprehension</td>
<td>11.03.2017</td>
<td>Uniwersytet Przyrodniczy w Lublinie</td>
<td>Geoff Tranter</td>
</tr>
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<td></td>
<td>4th ESP SIG Conference</td>
<td>13-14.01.2017</td>
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<tr>
<td>Culture in ELT SIG</td>
<td>Kurs dla seniorów „Język angielski i kultura”</td>
<td>18-24.06.2017</td>
<td>Cieplice Jelenia Góra</td>
<td>Ida Baj, Anna Niżegorodciew, Małgorzata Zdybiewska-Garbacik</td>
</tr>
<tr>
<td>Teacher Development SIG</td>
<td>VI Forum Nauczycieli Języków Obcych Województwa Podkarpackiego</td>
<td>19.05.2017</td>
<td></td>
<td>Geoff Tranter</td>
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<tr>
<td>Wrocław</td>
<td>Changes in the English language, challenging stereotypes and Brexit</td>
<td>20.11.2016</td>
<td>SJÓ Politechniki Wrocławskiej</td>
<td>Mark Andrews</td>
</tr>
<tr>
<td>Teacher Training SIG</td>
<td>Successful Strategies for Teaching Specialist Vocabulary</td>
<td>21.01.2017</td>
<td>SJÓ Politechniki Wrocławskiej</td>
<td>Magdalena Kondro</td>
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<tr>
<td></td>
<td>Interfacing with Interlanguage</td>
<td>8.04.2017</td>
<td>SJÓ Politechniki Wrocławskiej</td>
<td>John A. Wolf</td>
</tr>
<tr>
<td>Warszawa Region</td>
<td>Global Inspirations</td>
<td>21.01.2017</td>
<td>SJÓ Politechniki Warszawskiej</td>
<td>Katarzyna Wiącek, Katarzyna Łaziuk, Aleksandra Zapaucha, Jen MacArthur,</td>
</tr>
<tr>
<td>Global Issues SIG</td>
<td></td>
<td></td>
<td></td>
<td>Julie Pratten, Daniel Starsi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama/ Psychology SIG</td>
<td></td>
<td></td>
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</table>
10. Członkowie Stowarzyszenia
W kwietniu 2017 roku Stowarzyszenie liczyło 527 członków. Poniższa tabela przedstawia liczbę członków w poszczególnych regionach Polski:

<table>
<thead>
<tr>
<th>Region</th>
<th>Reprezentant</th>
<th>Liczba członków w kwietniu 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Górny Śląsk</td>
<td>Danuta Rurańska</td>
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<td>Kraków</td>
<td>Lucyna Willinkiewicz-Górniak</td>
<td>32</td>
</tr>
<tr>
<td>Lublin</td>
<td>Sławomir Nowikowski</td>
<td>18</td>
</tr>
<tr>
<td>Łódź</td>
<td>Krystyna Krzemińska</td>
<td>19</td>
</tr>
<tr>
<td>Podbeskidzie</td>
<td>Roman Ociepa</td>
<td>0</td>
</tr>
<tr>
<td>Poznań</td>
<td>vacat</td>
<td>61</td>
</tr>
<tr>
<td>Radom</td>
<td>Magda Zawadzka</td>
<td>7</td>
</tr>
<tr>
<td>Rzeszów</td>
<td>Jarosław Kawałek</td>
<td>2</td>
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<tr>
<td>Szczecin</td>
<td>Andrzej Obstawski</td>
<td>69</td>
</tr>
<tr>
<td>Warszawa</td>
<td>Dorota Chomińska</td>
<td>119</td>
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<tr>
<td>Wrocław</td>
<td>Joanna Leszkiewicz</td>
<td>39</td>
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<tr>
<td>Nieokreślona przynależność</td>
<td></td>
<td>119</td>
</tr>
</tbody>
</table>

Special Interest Groups (SIGs) – Grupy tematyczne - gromadzą członków zainteresowanych różnymi dziedzinami nauczania języka angielskiego. Liczebność poszczególnych grup tematycznych przedstawiała się w kwietniu 2017 roku w następujący sposób:

<table>
<thead>
<tr>
<th>Special Interest Group</th>
<th>Koordynator</th>
<th>Liczba członków w kwietniu 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture in ELT SIG</td>
<td>Małgorzata Zdybiewska-Garbacik</td>
<td>28</td>
</tr>
<tr>
<td>Drama SIG</td>
<td>Alicja Gałązka</td>
<td>8</td>
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<tr>
<td>ELT Management SIG</td>
<td>Jacek Członkowski</td>
<td>10</td>
</tr>
<tr>
<td>English for Specific Purposes SIG</td>
<td>Joanna Rączkiewicz</td>
<td>30</td>
</tr>
<tr>
<td>Global Issues SIG</td>
<td>Marcin Stanowski</td>
<td>13</td>
</tr>
<tr>
<td>Psychology in ELT SIG</td>
<td>Alicja Gałązka</td>
<td>12</td>
</tr>
<tr>
<td>Teacher Development SIG</td>
<td>Maria Małgorzata Cyrankowska</td>
<td>60</td>
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<td>Teacher Training SIG</td>
<td>Agnieszka Mirowska</td>
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<tr>
<td>Business English SIG</td>
<td>Geoff Tranter (acting)</td>
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<td>Young Learners SIG</td>
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<td>Nieokreślona przynależność</td>
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</tr>
</tbody>
</table>

Zarząd IATEFL Poland zaprasza wszystkich członków Stowarzyszenia do aktywnego angażowania się w pracę w Regionach i SIGach jak również do kandydowania na funkcje członków Zarządu i Komisji Rewizyjnej.

Sprawozdanie sporządziła Elżbieta Jarosz, Sekretarz IATEFL Poland
<table>
<thead>
<tr>
<th>Name</th>
<th>Surname</th>
<th>Code</th>
<th>Day</th>
<th>Start</th>
<th>Place</th>
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<td>14:00</td>
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<tr>
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</tr>
<tr>
<td>Tony Prince</td>
<td></td>
<td>TT</td>
<td>2017-09-15</td>
<td>15:15</td>
<td>Room 120</td>
</tr>
<tr>
<td>Hanna Kryszeńska</td>
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</tr>
<tr>
<td>Roman Ociepa</td>
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<tr>
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<tr>
<td>Edyta Socha</td>
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<tr>
<td>Ian Badger</td>
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<tr>
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<tr>
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<td>Monika Cichmińska</td>
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<tr>
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<tr>
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<tr>
<td>Claudia Molnár</td>
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<tr>
<td>Małgorzata Guzicka</td>
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<tr>
<td>Katarzyna Protzenko</td>
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<tr>
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<tr>
<td>Grzegorz Śpiewak</td>
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<td>2017-09-15</td>
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<tr>
<td>Mike Hogan</td>
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<tr>
<td>Elżbieta Jarosz</td>
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<tr>
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</tr>
<tr>
<td>Martin Jelinek</td>
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<td>2017-09-15</td>
<td>17:30</td>
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</tr>
<tr>
<td>Jon Hird</td>
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<td>GEN</td>
<td>2017-09-15</td>
<td>17:30</td>
<td>Room 131</td>
</tr>
<tr>
<td>Lucyna Wilniewicz-Górniak</td>
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<td>2017-09-15</td>
<td>17:30</td>
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<tr>
<td>Tetiana Dekshna</td>
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<td>GEN</td>
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<tr>
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<tr>
<td>Jonathan Marks</td>
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<tr>
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<tr>
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<td>Joanna Femiak</td>
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<td>Anna Rattenbury</td>
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<td>2017-09-15</td>
<td>17:30</td>
<td>Room 323</td>
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<tr>
<td>Michał Zboś</td>
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<td>17:30</td>
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<tr>
<td>Marta Rosińska</td>
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<td>11:35</td>
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<td></td>
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<tr>
<td>Mark Andrews</td>
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<td>11:35</td>
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<tr>
<td>Agata Klimek, Przemysław Ogrodowczyk</td>
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<tr>
<td>Tomasz Woźniak</td>
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<tr>
<td>Anna Rattenbury</td>
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<tr>
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<td>Ioana Kocurova-Giurgiu</td>
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<td>12:45</td>
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<tr>
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<tr>
<td>Reza Abdi</td>
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<tr>
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<tr>
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<tr>
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<td><a href="mailto:aneta.wiatr@wp.pl">aneta.wiatr@wp.pl</a></td>
</tr>
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Dear Colleague,
On behalf of IATEFL Poland and the Organising Committee of the 26th Annual Conference, we would like to request that you fill in the form below. Your feedback will be essential for organisers of future IATEFL Poland conferences.

Attention! Prize draw at the Closing Ceremony!
Each completed feedback form will take part in our prize draw. Tear off this feedback form with the number on it and put it in the box at the IATEFL Poland stand.

Your number is also printed on the left margin of the form. Make sure it stays with your programme. Don’t tear it off. One entry per person, please.

ONLY THOSE PRESENT AT THE CLOSING CEREMONY, WHO HAVE FULLY COMPLETED THE QUESTIONNAIRE, ARE ELIGIBLE FOR PRIZES.

Please evaluate the following aspects of the conference: (tick as appropriate)

<table>
<thead>
<tr>
<th>conference venue</th>
<th>1. poor</th>
<th>2. adequate</th>
<th>3. good</th>
<th>4. v. good</th>
</tr>
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<tbody>
<tr>
<td>conference packs</td>
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<td>meals</td>
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<td>evening entertainment</td>
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</table>

<table>
<thead>
<tr>
<th>online registration for the Conference</th>
<th>difficult</th>
<th>OK</th>
<th>easy</th>
<th>v. easy</th>
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</thead>
<tbody>
<tr>
<td>using the conference programme</td>
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<tr>
<td>using the conference website</td>
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<td>finding your way around</td>
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<td>access to the exhibition stands</td>
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The most interesting presentation/s by a foreign presenter:
__________________________________________________________

The most interesting presentation/s by a Polish presenter:
__________________________________________________________

How did you learn about the conference: (tick where appropriate)
- I’m on the IATEFL Poland mailing list
- There was announcement at work
- A friend told me
- the IATEFL web page
- other ________________________________

How many IATEFL conferences have you attended so far? (inc. this one) _____
How long have you been a teacher of English? _____

If there is anything else you would like to comment on, please use the other side of the form. As a member, are you happy with what IATEFL Poland offers? Can you suggest any changes? Please write your comments overleaf.

Thank you for taking the time to complete this form.
‘SHAKESPEAREADA’

Dear IATEFL MEMBER,

Remember IATEFLADA? Well ‘Shakespeareada’ is going to be the quiz for IATEFL Poland in 2018. Based on Shakespeare and his works, the quiz (using the ‘Familiada’ TV format) will test the knowledge of IATEFL members regarding matters related to the Bard. We are relying on your support and help once again, in answering the questionnaire questions, so that we have a comprehensive poll, with which we can use in the quiz next year. Please complete the questionnaire, individually, and pass it onto the Conference Office, during the Bielsko conference. Also, persuade your colleagues, and other delegates, to complete their questionnaires, as we need a full sample of at least 100 answers. The forms will be part of a tear-out section from the Conference programme, so don’t worry about tearing it out from the booklet.

Thanks again for your co-operation,

Enjoy answering the questionnaire, which, of course, can be used by you, one day soon, in your classrooms.

Joanna Perkowska-Whiley and Peter Whiley.

1. Name a feature of Elizabethan Theatre. _________________________________________
2. What is your favourite Shakespearean play?______________________________________
3. Name a tragedy from Shakespeare’s plays.________________________________________
4. Name a location you would associate with Shakespeare’s plays._______________________
5. Name a famous actor or actress who is noted for his/her work in the Shakespearean world.____________________________________________________________________
6. An idiom or phrase that was created by Shakespeare, and is very much part of the English language.__________________________________________________________________________
7. The most negative force that features in Shakespeare’s plays?_________________________
8. A Polish author/ writer/ poet who was inspired by Shakespeare.______________________
9. Name your favourite female character from Shakespeare’s plays.______________________
10. Name a comedy from Shakespeare’s plays._____________________________________
11. Characters in Shakespeare’s plays beginning with ‘C’.________________________________
12. Name an element of fauna or flora in Shakespeare’s plays.__________________________
13. The most important event in Shakespeare’s life?____________________________________
14. Factor in Shakespeare’s plays which is timeless for contemporary youth?________________
15. List an element of disguise in Shakespeare’s plays._________________________________