

**All Teachers Are Materials Writers**

**30 September 2017**

**Faculty of Philology "Blaze Koneski"**

**Skopje**

**Programme** (updated with new changes)

Time	Room A	Room B
10.00– 11.00	<b>Registration</b>	
11.00– 11.15	<b>Opening ceremony</b>	
11.15– 12.15	<b>Keynote speaker</b> <b>Rachael Roberts</b> <i>More than a bit of fun:            Creating engaging and useful video-based materials</i>	
12.25– 13.10	<b>John Hughes (via Skype)</b> <i>Shortcuts to effective materials</i>	<b>Ben Dobbs</b> <i>Bespoke materials or materials light? Creating innovative business English training</i>
13.10– 13.40	<b>Coffee break</b>	
13.40– 14.10	<b>Aleksandra Popovski Golubovikj</b> <i>The Magnificent Seven: Principles of materials writing</i>	<b>Elizabeta Hristovska Icheva</b> <i>Inquiry-based writing in the classroom</i>
14.10– 14.40	<b>Lunch (at the venue)</b>	
14.45– 15.15	<b>Lyubov Gurjeva</b> <i>Writing and adapting materials for a classroom of international adult learners</i>	<b>Margarita Kosior and Despoina Sarantidou</b> <i>Designing teaching materials to confront modern-day slavery</i>
15.25– 15.55	<b>Mira Bekar, Ana Kalajdzieva, Tatjana Ivanova, Ivona Laushevikj</b> <i>Tackling the “cruel paradox”:            Collaborating on vocabulary and writing materials design</i>	<b>Elena Oncevska Ager</b> <i>Critical watching for social justice: Mary and Max (2009) in the EFL classroom</i>
16.05– 16.35	<b>Anastazija Kirkova Naskova</b> <i>Developing phonological awareness activities for improving pronunciation</i>	
16.35– 17.15	<b>Panel discussion</b> <b>Closing ceremony</b>	

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**Abstracts**

**Keynote speaker**

***More than a bit of fun: creating engaging and useful video-based materials***

**Rachael Roberts**

In our increasingly digital world, more and more teachers are using videos from YouTube and other sources as input. Sites such as Film English and Lessonstream, with ready prepared video lesson plans, are very popular – not least because it is actually quite challenging to choose the right video and to create materials which do more than simply ask a few comprehension questions.

In this keynote talk, I'll be looking at some of the things we need to consider if we want to create effective video-based materials, answering the following questions and more.

What makes a video engaging, relevant or interesting? What background or cultural knowledge will the students require to understand the video? What assumptions are you making about what they already know? How can you assess the difficulty of the language in the video and whether some of the language is worth teaching for productive use? How can we help students to notice useful language? What kind of activities work well after watching a video to bring together the themes and the language they've been exposed to, and how can we ensure that these activities don't fall flat?

**Sessions**

***Shortcuts to effective materials writing***

**John Hughes**

Like many teachers, I learned to write classroom materials through trial and error. Twenty-five years later I'm still a teacher who also writes published course books. Looking back, I wish someone had told me the basic principles of writing materials. It would have saved me a lot of time. In this workshop, I'll share with you some of my 'shortcuts' by taking some classroom material from first draft to second draft.

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***Bespoke materials or materials light? Creating innovative business English training***

**Benjamin Dobbs**

Business English training often requires material specific to the individual, sector or company, or for the individual or group. This requires two parallel but quite contradictory approaches: creating innovative bespoke materials and going materials-light. Here, we will consider what we can do to get the best from every trainee.

***The Magnificent Seven: Principles of materials writing***

**Aleksandra Popovski Golubovik**

All teachers are materials writers, but in order to have materials that can actually be used with English language learners or learners in general we need to have principles that will provide foundation for our writing. Writers' intuition and personal opinion of what will work are just not enough. The audience will be introduced to the principles of materials writing derived from research on teaching and learning as well as personal experience.

***Inquiry-based writing in the classroom***

**Elizabeta Hristovska Icheva**

When dreaming up new writing activities, our main focus should always be authenticity. If we make activities genuine, our students will be much more inclined to participate, acquiring new knowledge in the process of writing. True authenticity comes from the activities we use during class time and leaves an impact on the writing skills of our students.

***Writing and adapting ELT materials for a classroom of international adult learners***

**Lyubov Gurjeva**

I will share my experience of teaching a mixed-ability international group of adult learners in Macedonia. I will reflect on the need for creating original materials and on my strategies for dealing with this challenge, and I will evaluate the impact of original materials on student participation, autonomy, satisfaction and other outcomes.

***Designing teaching materials to confront modern-day slavery***

**Margarita Kosior and Despoina Sarantidou**

CITY College, the International Faculty of the University of Sheffield, and The NO Project join forces in the fight against modern-day slavery. This session will present a pioneering initiative in which a group of graduating students design teaching materials which will then be made available globally through TNP educational website. This is a session for (and about) teachers who, by creating their own lessons, want to support a cause they feel passionate about.

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***Tackling the 'cruel paradox': Collaborating on vocabulary and writing materials design***

**Mira Bekar, Ana Kalajdzieva, Tatjana Ivanova, Ivona Laushevijkj**

We will present on collaborative materials design work between students from a university in Macedonia and student in the US. The focus will be on vocabulary tasks for English words easily confused by international students and on argumentative writing tasks suitable for the local context. The aim is to promote self-created materials.

***Critical watching for social justice: Mary and Max (2009) in the EFL classroom***

**Elena Oncevska Ager**

In this talk I will discuss aspects of the materials writing process which informed a series of general English lessons (C1) on the topic of social justice. The lessons were inspired by *Mary and Max*, a 2009 claymation feature film about an unusual (pen) friendship between two social misfits: Mary, a lonely eight-year-old from Australia and Max, a 44-year-old New Yorker with Asperger's. The film's engaging content provided opportunities for developing students' communicative language abilities, i.e. their linguistic, pragmatic, discourse and strategic competences, as well as their fluency (Bachman, 1990). Apart from the benefits for the development of students' communicative skills, the film created affordances for critical watching and represented a springboard for more general discussions. These discussions were intended to prompt thinking about how social power works and how it can be challenged more generally and in our local contexts, thus promoting student and teacher empowerment.

***Developing phonological awareness activities for improving pronunciation***

**Anastazija Kirkova Naskova**

The workshop focuses on the relevance of raising learners' awareness of their own L2 speech. It will demonstrate the process of developing practical activities: a) traditional activities such as minimal pairs and sound-to-spelling exercises; b) cognitive activities such as critical listening; and c) technologically advanced activities such as audio-visual enhancement.

***Enhancing creativity through learner-designed materials (canceled)***

**Anzela Nikolovska**

The aim of this workshop is to raise awareness of the benefits of engaging learners in creating materials for EFL classes as well as provide practical ideas for integrating learner-created materials in ELT. An overview of the advantages of having learners design materials is followed by a few practical activities for utilising these materials in language teaching.