



# NBR Seminar 2010

HVAÐ LEYNIST Í GULLAKISTUNNI? - SHARING THE TREASURE TROVE

18th -19th June, 2010



## Presenters



Terry Lamb, United Kingdom

**Keynote speaker:**

**Terry Lamb, President of FIPLV**

**"Developing learner engagement in language learning."**



Ásdís Þórólfssdóttir, Iceland

**Vocabulary games in an active classroom.**

For all ages and learning environments. A variety of communicative educational games will be demonstrated, discussed and carried out on site. The games are an ideal medium to increase active vocabulary, learn phrases and pronunciation. Cooperation, competition and the obvious target: to win. Hands-(tongues)-on activities challenging the participants' competitiveness.



Robert Berman, Iceland

**Using popular music to teach advanced level students**

There is no "magic bullet" to the teaching of language. However, I have found that bringing well-chosen popular music into the classroom not only brings most students on board, but in most cases inspires them to learn. I will discuss how I choose the music and how I use it in the classroom.



Mercé Bernaus, Spain

### The LEA Project, ECML

Adding a plurilingual / pluricultural dimension to language teaching is the ultimate goal of the LEA project, which is an abbreviation for: Raising Language Educator Awareness. Bridges are being built with LEA, leading to the view that diversity as a key element of society. The LEA project defines cultural diversity as an asset, and aims to develop a positive attitude among language teachers to all languages and their speakers.



Marie Blomkvist, Sweden

### The Computer - Facilitator in Language Teaching

A close look at the various ICT tools available providing great potential for enhancing multiple paths to learning: among them interactive spaces, web pages, multimedia language studios and storing spaces. Emphasis on the need for ICT to meet the needs of teaching and learning, pedagogy leading technology, not vice versa. If used correctly, ICT can help make teaching and learning more interesting and engaging, while it should never be an end in itself, nor be used for "LTP" pedagogy (Let Time Pass).



Denis Cunningham, Australia

### "Back in the Classroom..."

After a brief historical overview, a consideration of some theories precede a study of current thinking in Australia. This includes (the PEEL) principles for teaching and quality learning, good learning behaviours and the role of ICT. Current research is used as a premise upon which to reflect on personal classroom practices, which appear to work.



Gherda Ferreira, South Africa

### **Teaching life sciences to English second language learners: a focus on South African learners.**

South Africa has 11 official languages but secondary school teaching occurs through the medium of English or Afrikaans. The majority of learners study Biology in their second language, which is English. This presentation traces work undertaken to identify strategies to assist English second language learners master concepts and terminology.

 <p><b>Tiinaliisa Granholm, Finland</b></p>	<p><b>Svenska nu network (Poster / slide show presentation)</b></p> <p>Svenska nu network('Swedish now') aims at motivating Swedish teaching in Finland and conveys Swedish-speaking youth culture from both Sweden and Finland, in order to offer young Finnish-speaking people real encounters with the Swedish language and Swedish-speaking culture.</p> <p>The planning process has focused in particular on pedagogical application of cultural material, allowing activities to be linked to other school work and curriculums. The idea of Svenska nu is to be innovative and experiment with, develop and test new methods. <a href="http://www.svenskanu.fi">www.svenskanu.fi</a></p>
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 <p><b>Hafdís Ingvarsdóttir, Iceland</b></p>	<p><b><u>Teacher Education, Teacher Learning and the European Portfolio</u></b></p> <p>The importance of engaging student teachers in the use of a portfolio as a foundation for their future professional development discussed. The structure and ideology of the European Language Portfolio outlined, examples of student work. Hands on.</p>
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 <p><b>Anna Jeeves + Ásrún Jóhannsdóttir, Iceland</b></p>	<p><b><u>Marrying research and practice</u></b></p> <p>The presentation begins with a brief overview of some aspects of a wide scale current research project into the status of English in Iceland. Focus on three different age groups: age 9, age 15-16, and age 18-24. Hands-on, role play and panel discussion. The focus is on the role of English in the lives of children and young people in Iceland, and on how teaching and research complement and mutually benefit each other.</p> <p>Co-presenter : Hafdís Ingvarsdóttir</p>
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 <p><b>Leena Hämäläinen, Finland</b></p>	<p><b>Discovery in Language Teaching</b></p> <p>Everyday aspects of life around each of us as the basis for language activities. Focus on students from 12 years to 16 and beyond. Hands on: activities tried out in the classroom, discussed, evaluated and group work on follow up and alternatives.</p>
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Hólmfríður Garðarsdóttir,  
Iceland

### [Understanding a Continent: Latin America through Cinema](#)

The talk will focus on the options films (fiction films, documentaries, shorts, etc.) offer to enhance cultural understanding, linguistic sensibility and historical as well as social knowledge. A blue-print of course development will be offered as well as relevant theoretical background.



Andris Lanka, Latvia

### **Renaissance of direct methods**

Time-conscious, cost-effective language acquisition PLUS benefits of direct methods in teaching young learners and students with disabilities (i.e. blind). Two people will conduct short lessons using the direct method in groups of maximum 12 participants in each group, in a language participants are not familiar with (Latvian). The groups will then come together and discuss the advantages and disadvantages of direct methods, receiving an overview of the approach.



Samuel Lefever, Iceland

### **Poster: English skills of Icelandic 8 year-olds**

Findings from a recent study of reading & oral skills in English of Icelandic children. Draws attention to exposure and other social and cognitive factors of language acquisition/learning.

### **Learning English through song and play.**

Teaching English to preschool children through the use of song and guided play in an active learning environment. The goals of the language instruction are to engage the learners, spark their interest in English and increase their overall self-confidence and participation in their ever-changing social and linguistic environment. Emphasis on interaction through English.

### **Computers and Internet, a gold mine for language learning**

Computers and Internet are a natural complement to "normal" classroom learning. The Internet provides us with a steadily growing tool-box as the sites are getting more and more sophisticated and interactive. Teachers and learners can find, enjoy and make use of the rich possibilities offered by the Internet. I will present some of ideas and invite the participants to share their experiences. Examples of the pedagogical gains, what can be done on the Internet and how we work in a

 <p><b>Margareta Leoj, Sweden</b></p>	<p>language studio?</p>
 <p><b>Juan Pablo Mora, Iceland</b></p>	<p><b>Teaching of Spanish Directed Motion Verbs to speakers of Germanic Languages.</b></p> <p>These verbs are especially difficult for speakers of Germanic languages because romance and Germanic languages belong to different types in Talmy's typological distinction between verb-framed languages and satellite-framed languages with regard to how directed motion is encoded grammatically. A hands-on approach with exercises aimed at raising awareness of the formal aspects of the expression of directed motion in Spanish.</p>
 <p><b>Marieta Nieman, South Africa</b></p>	<p><b>Using the integrated-skills approach in second-language teaching in South Africa</b></p> <p>The traditional approach to teaching a second language in South Africa has been to teach the four language skills, namely reading, writing, speaking and listening, separately. Since 1995, and coinciding with the new political dispensation in South Africa, communicative language teaching goals have been reinforced through special emphasis in curriculum documents, the purpose being to empower language learners to be successful users of the language in situations outside the classroom, for further study and in the job market.</p>
 <p><b>Elizabeth Nunberg, Iceland</b></p>	<p><b>How to introduce preschoolers to a second language.</b></p> <p>Drawing on 7 years experience of developing an English program for the Hjallastefnan school system, ages 1.5-10 years, this talk focuses on a program for ages 1.5-4 years old. My approach is influenced by Howard Gardner's method of Multiple Intelligence. I will dive into what I feel is another intelligence that I call, a "Mindful Connection" between me and the children, which creates an environment where learning naturally happens and greatly enhances learner autonomy.</p>



Ragnheiður J. Jónsdóttir

### Toning the emotional muscle through literature

A travelogue of an educational journey undertaken at the Iceland University of Education with pre-service teachers, employing a curricular design intended to cultivate understanding of diversity through imaginative empathy. Engaging in reading literature students took on the perception of another, and in the process their sensitivity to discrimination and prejudice was enhanced. Participants will explore alternative ways of employing this curricular design in different settings and circumstances.

Interested individuals should direct their inquiries to  
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Ida Marguerite Semey, Iceland

### "Mobile language learning."

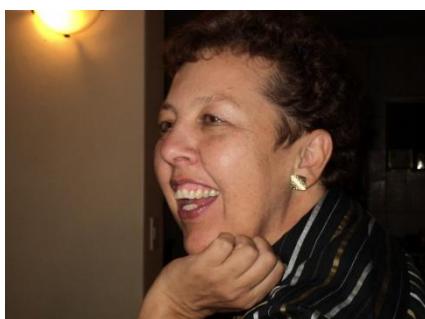
A pilot project examining the potential of mobile phones in Spanish classes at the College of Borgarfjordur. The purpose of the project is to develop and test-try the possibilities of the applications of smart phones. The focus has been on practicing oral skills using the video recorder and camera and producing short video clips.



Cheryl Strike, Denmark

### "The English House"

The twenty-five year history of "The English House" in Hjoerring will be reviewed, a place where pupils and teachers alike receive a massive injection of the English language by way of active, theme based learning, which is conducted by a native English speaker. Hands on.



### Teaching Social Skills in the Language Classroom

Bullying has become a major problem worldwide in schools. It might escalate in serious forms of anti-social behaviour; therefore the teaching of social skills is important in the school as a whole. The language classroom is the ideal place to teach social skills, especially through the whole language approach, combined with content-based instruction. Various ways of

<b>Elizabeth Venter South Africa</b>	teaching social skills in combination with language skills will be presented.
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 <b>Þorbjörg Þorsteinsdóttir</b>	<p><b>Poster: <a href="#">The Online Meeting-point for Language Teachers in Iceland</a></b></p> <p>Opens autumn 2010 with areas for Danish teachers, Norwegian and Swedish teachers, Teachers of Icelandic as a foreign language, Parents and teachers of Polish children - and offers space for many more. All school levels - all languages - all teachers.</p> <p>Co-presenter: Brynhildur Anna Ragnarsdóttir</p>
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 <b>Daniel Xerri, Malta</b>	<p><b><a href="#">'Literature as a Resource in the Language Teaching Classroom'</a></b></p> <p>This talk involves three 30 minute units presenting innovative and effective ways of using literature as a means of boosting learners' language development. The first part centres on techniques that may be used in conjunction with readers and literary extracts. The second and third parts of the workshop are aimed at exploring effective strategies in conjunction with poetry and drama respectively. Participants will be invited to actively engage in a number of tasks, collaborating both in pairs and groups.</p>
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