



October 29th - November 3rd, 2023 / Haus Altenberg, Odenthal-Altenberg

Theme: The forms of things unknown...": Learning Words in a Foreign Language

Morning working groups

Minimum number of a working group is 9 participants -

For these working groups you either sign up online or mark your choice on the enrolment form (download from www.english-week.de)

<p><u>Working group I.</u> (10 - 11.30 am) <i>Intensive working groups</i></p>	<p><u>Working group II</u> (11.45 - 1 pm) <i>Short working groups, but for some a choice of 2 in this slot</i></p>	
<p><u>Monday to Thursday (4 sessions)</u></p>	<p><u>2a + 2b:</u> <u>Monday and Tuesday (2 sessions)</u></p>	<p><u>2c + 2d:</u> <u>Wednesday and Thursday (2 sessions)</u></p>
<p>1. <u>Juanita Bredenhann</u> <u>Songs for the lower and middle school</u> No prior musical knowledge is needed to attend the workshop. Foundation work: Our brain's perception of language and musical sound is closely related as music is processed in the same area of the brain where language is processed. This makes singing a fun and effective medium to assist with language acquisition. In this workshop you will learn songs that will assist in your approach to teaching the English language as well as some basic methodologies of directing singing in your class in a fun and creative manner by incorporating movement and simplistic instrumentation. Incorporating rhythm: We will continue to build out our repertoire of songs for English lessons while also focusing on the use of rhythm in singing to assist with language acquisition. Rhythm plays an important role when learning any language as it can assist with verbal working memory. Singing while doing rhythm work creates a holistic yet fun approach to learning a language. Creative space: In this workshop we will learn English songs</p>	<p>1. <u>Juanita Bredenhann</u> <u>Songs for the lower and middle school</u> No prior musical knowledge is needed to attend the workshop. Monday: Musical storytelling: Storytelling has been used in many cultures as a teaching medium. In the field of Ethnomusicology we know that stories are often accompanied by singing, dancing and music making. In this workshop you will learn how to creatively add songs to your English lessons that is accompanied by a story. You will learn how to use simplistic instrumentation, rhythm, and dancing to enhance the meaning of the songs and stories that you are teaching in class. Tuesday: Seeing the sound: In this workshop we will look at using imagery in combination with singing and rhythm to assist with the comprehension of a foreign language, thus revealing the unknown. The songs learned in this class will take the learner</p>	<p>1. <u>Juanita Bredenhann</u> <u>Songs for the lower and middle school</u> No prior musical knowledge is needed to attend the workshop. Wednesday: Musical storytelling: Storytelling has been used in many cultures as a teaching medium. In the field of Ethnomusicology we know that stories are often accompanied by singing, dancing and music making. In this workshop you will learn how to creatively add songs to your English lessons that is accompanied by a story. You will learn how to use simplistic instrumentation, rhythm, and dancing to enhance the meaning of the songs and stories that you are teaching in class. Thursday: Seeing the sound: In this workshop we will look at using imagery in combination with singing and rhythm to assist with the comprehension of a foreign language, thus revealing the unknown. The songs learned in this class will take the learner on a musical</p>

<p>that will enable the space and opportunity for your class to become involved in the creative construction of the songs being taught by using elementary musical instrumentation and dancing as accompaniment. Involving the learner gives them the opportunity to spread their wings within the learning process which allows them to take ownership of what they are learning.</p> <p>Communicating in song: In this workshop we will learn English songs that focus on the foundation principles of communication. Music has been used as a form of communication to spread messages, stories and information for centuries and many songs exist that is based on the art of communication. It is part of our human heritage. Some of the most fun songs to sing in this genre are children's songs. In this workshop the songs will focus on turn-taking, call and response and question and answer patterns to assist with communicating in English.</p>	<p>on a musical journey of discovery as sound meets seeing</p>	<p>journey of discovery as sound meets seeing.</p>
<p>2. <u>Christoph Jaffke</u> Moving, Speaking, Singing, Playing: Learning by Doing in the Lower School (classes 1-4) This compact seminar is intended for beginning as well as for experienced teachers. We'll practice new material from my recently published manual and also look at ways of 'empowering' children to speak and act individually thereby raising their self-confidence from the first few lessons in grade 1.</p>	<p>2. <u>Christoph Jaffke</u> From Doing to Understanding: The Transition from the Lower to the Middle School (Classes 3 to 5) We'll look at ways of introducing writing, study different approaches to reading, vocabulary work and what we can do with the first middle school readers.</p>	
<p>3. <u>Peter Lutzker</u> <u>Working with Literature & Creative Writing in the Upper School</u> In working on these two 'cornerstones' of Waldorf language teaching, we will be exploring different contents and methods for pupils in grades 9-12.</p>	<p>3. <u>Peter Lutzker</u> <u>Dramatizing Prose Fiction:</u> <i>Chamber Theatre as a Creative and Performative Approach to Working on Short Stories in Grades 10-12</i></p>	<p>3. <u>Peter Lutzker</u> <u>Before Reading Shakespeare:</u> <i>How can pupils be prepared for working on Shakespeare in way/s that will both awaken their interest beforehand as well as deepen their experience of the play itself? Achieving this will naturally also depend on the teacher's own preparations and this course will thus focus on both.</i></p>
<p>4. <u>Martyn Rawson - Middle & Upper School</u> English lessons as locations for diversity, social justice and multiculturalism. It is important that we don't reinforce traditional gendered and racial stereotypes in the material we</p>	<p>4. <u>Martyn Rawson</u> Feeling good about being an English teacher. Factors that enhance teacher health and wellbeing. Teaching English to many classes can be a</p>	<p>4. <u>Martyn Rawson</u> Feeling good about being an English teacher. Factors that enhance teacher health and wellbeing. Teaching English to many classes can be a challenging activity. Teachers are under pressure to deal with</p>

<p>use, whether poems, verses, stories or texts. Many classics convey subtle (and not so subtle) messages about girls and women, strangers, people from other cultures, gypsies, non-Europeans, or they give one-sided accounts of settlers who stole the land from indigenous people. We need to be aware of these things and choose (or produce) material that offers diversity and makes multiculturalism matter of fact, and of course we need to give voices to the oppressed and neglected.</p>	<p>challenging activity. Teachers are under pressure to deal with difficult students, ensure that all reach high levels of English proficiency, that the students have enough homework (enough from a parental perspective) and have enough tests. We have huge amounts of marking and preparation. We are often seen as less important than class teachers. And we are expected to contribute to the self-administration and all its inefficiencies! And the pay is poor. So why do we do it? And how do we stay sane, healthy and above all retain our enthusiasm and creativity? I don't have all the answers but we can explore these issues together.</p>	<p>difficult students, ensure that all reach high levels of English proficiency, that the students have enough homework (enough from a parental perspective) and have enough tests. We have huge amounts of marking and preparation. We are often seen as less important than class teachers. And we are expected to contribute to the self-administration and all its inefficiencies! And the pay is poor. So why do we do it? And how do we stay sane, healthy and above all retain our enthusiasm and creativity? I don't have all the answers but we can explore these issues together.</p>
<p>5. <u>Ulrike Sievers</u> Using "Open tasks" as a way of offering pupils with diverse English levels multiple possibilities of participating in classroom work on a common topic, reader or project. We will start with designing various activities that can accompany our work with a reader in classes 7 or 8. Then we will look into formulating tasks for diverse activities and designing small projects in the language classroom for classes 9 to 12/13, progressing in complexity as well as in space for independent learning and pupils' individual decisions. You can bring material (readers, texts, poems) that you would like to work with.</p>	<p>5. <u>Ulrike Sievers</u> Creative ways of language learning We will work with and try out a variety of creative approaches and activities that can be used in classes 7 to 12/13, ranging from word games or speaking activities for the beginning or the end of a lesson to longer activities, e.g. creative writing or storytelling, which encourage pupils to "try out" and "discover" the language as well as themselves. Besides deepening their feeling for the language, these activities also aim at being enjoyable and inviting young people to find their own voices in various ways and media.</p>	
<p>6. <u>Alec Templeton</u> - English Teaching with regard to Educational Goals for Class 5 - 8 Motto: You can take a horse to water but you can't make him drink - Grammar and clear thinking (We'll discuss how pupils learn to say what they mean by getting them to mean what they say). We'll be looking at the differences between sentences like 'I saw the man go up the tree' and 'I saw the man going up the tree'). - Restless and disruptive pupils in danger of switching off? They often don't seem to care? They seem not to understand? Is one of the many sorts of dyslexia</p>	<p>6. <u>Alec Templeton</u> - Class 5 - 8: Laying the foundations for Reading Motto: Don't put the cart before the horse Reading as key to foreign language mastery. Readers as a real alternative to textbooks. The exciting journey from incomprehension to half-understood to complete understanding! - But first: Self-written poems, sketches and short stories leading into Silent Reading and Performance Reading; Speaking Incentives as the basis for writing tasks. - Starting with adapted reading texts - Using different text genres - Interactive reading procedures (sketch, simple self-written dialogues). Pupils learning from each other. - Examples of texts to discuss. Please feel free to bring readers you are working with.</p>	

<p>present? Is it possible to 'incentivize' them? Can we give more time, and more say in how to carry out tasks? Do they feel success? Do we really need to keep them in at break time?).</p> <ul style="list-style-type: none"> - The element of self-confidence. We'll ponder ways of reducing anxiety. (Non-verbal exercises, role play, pupils tell the story right down to homework and tests)! - Discussion of various aspects of 'Memory'. Ways towards building a repertoire of idiomatic English. Avoiding cross-interference with first language. 		
<p>7. <u>Miriam Watson-Kastell</u> Creating an environment for self-education - especially for lower school Steiner's explanation as to the role a teacher plays is reflected very well in the following quote: Essentially, there is no education other than self- education, whatever the level may be.[...] Every education is self-education, and as teachers we can only provide the environment for children's self-education. We have to provide the most favourable conditions where, through our agency, children can educate themselves according to their own destinies. We will explore the question how to provide this environment by looking at Steiner texts and trying out the special "Waldorf tools". This workshop is directed mainly at English teachers without or very little Waldorf background, because having enough lesson material and a knowledge of a suitable lesson structure are certainly important and helpful - yet I frequently see new colleagues struggling to create a suitable learning environment. We will focus on the lower school, but most of it applies to teaching older classes, too.</p>	<p>7. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u></p> <p>A bunch of activities to spark the teachers' and the students' imagination: Exercises addressing all ability levels within the context of dealing with grammar. literature and vocabulary.</p>	<p>7. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u></p> <p>A bunch of activities to spark the teachers' and the students' imagination: Exercises addressing all ability levels within the context of dealing with grammar. literature and vocabulary.</p>
<p>8. <u>Mario Radisic & Kristina Döring</u> Literature activities in the middle and upper school We'll introduce our favourite readers for the different age groups and present tasks that worked along with</p>	<p>8. <u>Kavita Desai - Stories for grades 1-4</u> Children love stories. This course will provide material and ideas for grades 1-4. Together we will delve into a world of giant turnips, animal adventures, magic beans and magicians. We will also look at how a longer story can be turned into a reader in grade 4. Interactive storytelling and acting out scenes with our classes allows us to capture the children's interest even in another language. A story brought to a class in this way offers</p>	

<p>them and can possibly be transferred to other readers. Our main goal with readers is to make the pupils enjoy reading and understanding the stories. The tasks are ways of enabling the pupils to actively use and enjoy the language of the readers (pronunciation as well as vocabulary and grammar). The tasks include written- as well as oral ones.</p>	<p>plenty of opportunity for speaking English, individually and as a group. As scenes are repeated and the story unfolds, the children’s understanding and confidence grow. This is an ideal basis for introducing writing and reading in grade 4.</p>	
<p>9. <u>Alexandra Spencer</u> Sing a Song of Sixpence: Using Nursery Rhymes in the lower school. Nursery Rhymes - the ancient songs from the British Isle, sung to children over many centuries - carry many treasures to be discovered. Bringing them into our lessons in the lower school adds a particular depth, quality and joy to the lessons with the little ones. We will learn and practice lots of famous and not so famous Nursery Rhymes, find fitting gestures and figure out how best to introduce them.</p>	<p>9. <u>Alexandra Spencer</u> Making the Transition: Focus on Class 4. Introducing reading and writing is easier said than done, when faced with the maze, which is English spelling and pronunciation! We will look at creative ways to make spelling less daunting, look at different texts and learn different methods of helping children with pronunciation.</p>	<p>9. <u>Alexandra Spencer</u> Staying Sane: Developing Tools for Better (Mental) Health as a Teacher. Middle schoolers driving you round the bend? Arduous meetings with colleagues? Rude emails from parents? It’s no joke keeping your sanity in this current climate but when you are engaged in working with many different people all day long, it is even more important to have some tools to keep yourself grounded. I will share what I have learnt and we can pool our resources!</p>
<p>10. <u>Chaz Pugliese - our guest this year</u> <i>is one of Europe’s most creative and dynamic EFL teachers.</i> We haven't received Chaz Pugliese's first working group title yet. However, he surely will refer to his book 'Creating Motivation: Activities to make learning happen'</p>	<p>10. Chaz Pugliese Helping the students stay focused.</p>	<p>10. Chaz Pugliese Helping the students stay focused</p>