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acters and his motivation for doing what he did. Finally, some more facts were revealed. Now a teacher has the students' attention and they can ask questions in a natural way because they want to know more and not because we tell them to ask a question. Chaz did assure us that his story was true. But a made-up story could also serve the same purpose.

Chaz's conclusion:  
Creativity is not an option. It's a must, a philosophy, a vision. And a good time was had by all!



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OUP – ELTAS EVENT: ENGLISH 24/7  
17TH OCTOBER 2015, HELD AT EBC HOCHSCHULE, STUTTGART

Michelle Hunter and Jennie Wright faced a formidable task on Saturday, 17th October 2015, and they mastered it brilliantly. The English course book series *Navigate* had just been published by the sponsor of the event, Oxford University Press, and we were expecting Heather Buchanan, co-author of the series, as our main speaker of the day to talk about learner autonomy. However, after her flight was cancelled, Michelle and Jennie rose to the challenge making sure that nobody left the room disappointed. Both of them picked up on the topic of the originally planned session. Michelle inspired us to think together about the importance, the possible resources and the strategies of learner autonomy. After a break, Jennie demonstrated how she furthers learner autonomy in her teaching.

Michelle introduced us to the powerful online classroom tool [www.socrative.com](http://www.socrative.com), and we all logged in on mobile devices to her teacher's account to try out this resource. The application allowed her to see our answers to her questions in real time and to respond to them on the spot. Most of us thought that the application makes the interaction between learners and trainers more flexible, varied and relevant to any given situation. Michelle summed up the ideal function of learner autonomy,

arguing that trainers only need to give a structure to a desire to learn which is already present in every student. She chose Galileo Galilei's words as the motto of her part of the afternoon: "You cannot teach a man anything, you can only help him find it within himself".

After the break, Jennie turned us into her students and taught us listening and reading strategies that we normally employ in our native tongue, but that are often not operational in the target language. She showed us how to tempt learners to do more for themselves by presenting them with 'appetizers', enticing bits of exercises, and let them continue working on these on their own. She instructed us to "tell learners explicitly which skill you are practicing with them and encourage them to continue using it when they work on their own". Finally, she showed us how we can easily select appropriate reading materials for groups with a specific interest and share the texts with them on [www.flipboard.com](http://www.flipboard.com).

won valuable prizes from OUP in a draw at the end of the day. ■



I received my Master's Degree in English and my Bachelor's in German

at ELTE Budapest University in 1999. I earned my Ph.D. in English at the University of Kansas, U.S.A., in 2014. Currently I'm teaching English, German, and Hungarian in Stuttgart.