



Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English



inspire
& be inspired

HUPEzine

No. 10 • December 2018



27th Annual International HUPE Conference

12 - 14 April, 2019

Valamar, Poreč, Croatia



TESOL Symposium taking place during the 27th Annual International HUPE Conference, on 13th April 2019, brings important and interesting names and topics on World Englishes.

Check out the programme and make sure to choose TESOL Symposium Saturday while registering if you are interested!

<https://www.tesol.org/events-landing-page/2019/04/14/default-calendar/tesol-symposium-on-world-englishes>



VALAMAR
HOTELS & RESORTS

**HUPE is proud to announce our
this year's first plenary speaker:**

Stela Letica Krevelj

Where have all the methods gone?



President's note

Dear colleagues, HUPE members and friends,

Thank you for choosing to read HUPEzine and to be part of our community of teachers of English in Croatia. We are very proud to announce that this school year the HUPE Board is working hard again to create a number of opportunities for the professional development of HUPE members. The online component of HUPE is very important and we hope you like the opportunity to read HUPEzine, the HUPE Newsletter and the members' area of the webpage. They are also an opportunity for all members to share with others. We are also planning a new series of webinars for teachers in 2019 and invite all members to apply as presenters.

The main professional development event this school year will be our annual international conference. Please visit <http://hupe.hr> to find the first details about the time, the venue and the plenary speakers as well as the call for speakers, information about registration, accommodation and the programme. We are looking forward to seeing you all in Poreč, as speakers or participants.

The 27th annual conference will be an opportunity for the HUPE elections to be held at the Annual General Meeting. We would like to encourage all members who are interested in becoming volunteers in HUPE to follow the guidelines and apply for a post on the Board.

The annual conference is the biggest, but not the only, PD event in HUPE. Our ten branches work throughout the year to give you the opportunity to meet with other English teachers in your area, attend professional development workshops and share your ideas and examples of good practice with colleagues. Please do not forget to check when the next meeting in your branch will be held and join.

We have invested in improving the HUPE webpage too, and we hope you like the changes. To access the members' area of the page, please ask your branch president to send you the code. We hope you like the materials there.

At the beginning of the festive season of December, you are all invited to celebrate good teaching, to share what you learn and how you teach with all of us in HUPE. Visit the webpage, follow us in social media to learn all the news and take part in new and exciting opportunities for learning and fun. Inspire and be inspired in HUPE!

Happy Holidays and best wishes,
Sanja

Editor's note

Dear HUPEzine readers,

HUPE is proud to present the ninth issue of your magazine.

We hope you will appreciate the articles published in this issue, and, of course, special thanks to the contributors. We also look forward to receiving your feedback and article contributions for our next issue. This is an excellent opportunity to share your ideas and good practices with your colleagues in Croatia and abroad. The deadline for the article submission is May 1, 2019.

It is cold outside but here is your opportunity to sit back and relax with an interesting read. In this issue, Marija Smuda Đurić has shared her article on Developing Strategic Readers - Starting Early.

There is a new part of HUPEzine called Lana's corner. In her first corner, you can read interviews with some of the leading figures in ELT. You can look forward to reading the next corner in our May issue.

We have borrowed an article from our partner's newsletter. Find out how to SING AWAY THE WRITING BLUES by Annie Altamirano.

HUPE members take an active part in professional development courses and love sharing new ideas with us. Mirta Kos Kolobarić and Ivana Opačak write about their Erasmus experience.

At the last HUPE conference, Nataša Grubišić won the 12-day teacher training course in Barnstaple, North Devon and Katica Hrgović won a 10-day observational teacher course. Find out more about their experience in Barnstaple. It was the first HUPE conference for both of the girls, so we invite you to our 27th conference and this time YOU might be the lucky winner.

Join another of our colleagues, Sanja Ždralović, in her exploration and presentation of the benefits of field trips in ELT. In the end, enjoy some music. Read about the cooperation between I. gimnazija - Split and Astor College in Dover that started 25 years ago and has resulted in the production of 9 musicals and 15 photography exhibitions. The text is written by our member Sanja Utrobičić.

Have a wonderful holiday season!

Yours,
Dajana

Impressum

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Contributions:

The best way to support your association and the HUPEzine is to write to us and send us your contributions. All contributions should be submitted on a CD or by e-mail. Please note the document name clearly on the CD. The deadline for the next issue is 1 May 2019.

Write and send your contributions to the HUPEzine editor. Please, be sure to write your name, surname and affiliation / institution and address at the beginning or end of the text

Toward Developing Strategic Readers - Starting Early

As an English teacher, you can probably spot good readers as soon as they lay their eyes on the text.

They usually:

- know how to apply decoding skills to recognize words quickly;
- show high word recognition;
- possess strong fluency skills.

Being able to decode every word and read fluently does not necessarily mean comprehending. Nevertheless, without these skills, there is no effective reading. Only when they have mastered these fundamental skills can they:

- understand and remember what they read;
- use word knowledge and background information;
- analyse and evaluate what is being read;
- synthesize the material and make interpretations regarding the content of the material.

As they get older, good readers start applying combinations of effective and appropriate strategies more and more automatically and routinely.

Besides recognising good readers, you have also probably noticed that they don't get that way overnight. So, what can you do to help them become strategic readers?

Teaching Reading Strategies - Why and How?

The first question is quite easy to answer, as the term strategies is a buzzword that has been appearing throughout almost all areas of ELT. To start with, ALL readers use many strategies. What differentiates good from poor readers is how effectively they apply them. They also use repertoires of strategies in combination rather than overusing single strategies.

Luckily for our students and us, reading strategies can be taught effectively which can result in increasing reading comprehension. And yes, even first graders benefit from being explicitly exposed to reading strategies.

This leads us to the next question - How?

Though most teachers seem to be rather familiar with reading strategies, there has been increasing awareness of how difficult it is for them to teach strategic reading.

Research shows that instruction, even in the early grades, can help students become better readers. Furthermore, helping students become strategic readers through interaction with texts, rather than simply focusing on reading strategies in isolation is now accepted as effective reading pedagogy.

Remember, in order to be effective, strategy instruction has to be explicit, intensive and persistent.

Textbooks, Workbooks as well as Teacher's books, do not include tips for teachers or tasks that focus on the **process** of reading, explain how good readers read or how their mind works. They are mostly **product**-oriented which means that there is still too much attention given to tasks such as: *answer the questions, T/F, match, circle, fill in...* Therefore, it is the role of the teacher to equip students with the means by which to become good readers.

This five-step approach has research-based evidence for promoting strategic reading:

1. Introduction

Choose a strategy that is closely aligned with the text students are reading. Let's take *forming predictions before reading* or *formulating questions* as an example. These strategies can easily be taught as soon as your students start recognising and reading words and simple sentences. Introduce the strategy and talk about how, when and why to use it.

(Use L1 or simplified explanations for younger students: *We can use titles, headings, and pictures and try to guess what we are about to read or what comes next. Asking questions helps us understand what we are reading. It also helps us remember what we already know.*)

Some even suggest that the strategy should be added to a list that is visible for easy class consultation. Keeping useful strategies displayed does not only help you keep your classroom nicely decorated, but it also allows your students an

element of independence. They can take control of their own reading and help themselves get through tough texts or pronunciation issues!

Don't forget, the more strategies readers have at their disposal, the more likely they are to interact meaningfully with a given text. Introduce them step-by-step.

It's not enough just to tell students about these strategies. We need to show them, and this is what we do during the next step.

2. Modelling

Model combinations of strategy uses while reading and "think aloud" about what a given strategy is and why it is important. Show them what good readers do and how they make meaning from reading.

This scripted example illustrates how a teacher can verbalise (in italics and brackets) common reading strategies (e.g. activating background knowledge, forming questions, predicting, monitoring comprehension...) to young learners of English.

Ready for school (*The title, Ready for school. What is the text about? School things? Teachers? School subjects? It must be something about school. Look at the pictures, there are some school things. Maybe it's about some items we bring to school.*)

Hi! My name is Mark. (*I know this character. We learned about his family last week.*)

This is my school bag. (*Hmm. What does a 'school bag' mean? I forgot. It has something to do with school. Oh, there are some pictures around the text. I guess 'schoolbag' is one of these things.*) **It's yellow and black.** (*Yellow and black? Hmm, I can see yellow and black here. This could be a school bag.*) **This is my pencil case. It's orange.** (*I know what a pencil case is. Mine is blue.*) **This is my pen. It's green.**

Now I am ready for school. (*Ok, the text was about school things. I was right. And it was about colours. I guess the teacher is about to ask some questions about the text.*)

3. Discussion

The strategy must be revisited multiple times during the course with accompanying whole-class discussions. As you or the students read, provide feedback and engage them in a discussion. Ask questions, not only after reading in order to check the result. Focus on the process. Good readers approach a text with questions and develop new questions as they read. Help them become aware of whether they can answer the questions and if they understand what they are reading.

- *What do you think happens next? Why do you think that? What questions could you ask?*

- *That's a good guess. What helped you make this guess? Is there anything else that you could use?*

- *Who is this character? Is he familiar to you? What do you think he is about to do?*

- *Were your predictions correct?*

4. Practice

Strategy use must be practised. Over time, students should be encouraged to verbalise strategies that they are using and discuss them with you or in groups/pairs.

5. Evaluation

The verbs we often associate with evaluation are: justify, debate, recommend, summarize, interpret, conclude, and defend. Give students opportunities to apply the strategy on their own and ask them to justify the use of this specific strategy or recommend a better one. Allow them to interpret and share their reading experience. They can evaluate the use of a strategy in terms of goal achievement and degree of comfort.

It goes without saying that reading is complicated, and becoming a skilled reader takes a long time. English teachers play a primary role in teaching students to read in English. Good teachers know that students respond differently to different strategies according to their own styles. Try to teach a variety of strategies. This way you can help your students, even the youngest ones, become aware of what they do. Self-awareness leads not only to autonomous and independent reading but also learning. And this should be a teacher's goal for the learner.

Further reading:

- Anderson, N. J. (2014). Developing Engaged Second Language Readers. In: Celce-Murica, M. et al. (ed) Teaching English as a Second or Foreign Language (4.ed) (170-188). Boston: National Geographic Learning.
- Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice. Cambridge University Press.
- Grabe, W., Stoller, L.F. (2011). Teaching and Researching Reading (2nd ed.) (Applied linguistics in action). Pearson Education Limited.

Marija Smuda Đurić



LANA'S CORNER

When I returned from the 10th ELTAM International Conference in Struga, I started thinking about the workshops and plenaries I had attended, took part in and enjoyed. Furthermore, I began thinking of how inspired I was with my colleagues and how conferences are not only education but that they are ME time, as Mark Andrews once put it, a time to learn and recharge, in wonderful sceneries such as Lake Ohrid. I felt empowered, educated and energised.

So I decided to leave a written trace of what I have experienced and ask a few questions of the people whose work I have admired and whose ideas I found worth sharing.

Aleksandra Popovski Golubovikj is not only the ELTAM president but also a woman whose energy, enthusiasm and creativity I found infectious. Then we became friends and roomies, and I will keep returning to Macedonia as long as I can. Her plenary at the TETA Conference swept me off my feet. She was talking about PARSNIP (you will find it in her interview) and at the HUPE Conference about graphic novels, and I really enjoyed it. She is involved in materials writing as well.

Everybody at the Conference was friendly and helpful, and I really felt pampered and looked after. So a huge Thank you for everything, particularly the boat trip to Lake Ohrid at sunset which was the highlight of day one. It was simply breathtaking.

Fiona Mauchline is a part of SOL – Sharing One Language, and Macmillan Education. I met her in beautiful Eden Project in Cornwall, where teachers were exploring this amazing place during their SOL teachers course. At the TETA Conference, I enjoyed her plenary on teaching teenagers and learnt quite a few things. More than that, I like her initiations in EVE = Equal Voices in Education. It is a very important part of her interview and I am glad that things in the ELT world are changing, thanks to people like Fiona.

I met Jen MacArthur nearly everywhere I went – Bosanska Krupa, Tuzla, Nikšić, Sremski Karlovci, Struga... Being a part of RELO, she travels and supports the regional conferences and events. Her plenaries were always different and inspiring. After a great party on a Saturday night in Struga, her plenary on poetry was not to be missed in the early hours of Sunday morning and it was much more than I expected. All those great quotes and ideas that you can use in the classroom and feed your soul at the same time, well, it does not get much better than that.

Jon Hird gave talks on dyslexic students. His quote by Jackie Stewart about how at times he thought he was stupid when he was dyslexic, will remain etched in my memory because SEN students are our reality. All of them deserve our understanding, patience and encouragement. There were many useful ideas on how to adjust the materials. One thing at a time, because the mind is constantly drawn elsewhere, is a rule that is worth remembering.

Rumour has it that at Oxford, where he works and lives, he sometimes teaches rock and roll grammar, which I found immensely interesting and hope to see in Croatia soon.

Daniel Xerri is a Lecturer in TESOL at the University of Malta. He is the author of many publications on different areas of education and TESOL.

His talk examined the notion of creativity and its applications to teachers. The imagery he used was beautiful and in his interview, you will find many interesting ideas to ponder upon. I really hope to see him in Croatia, at the HUPE Conference soon. If you want to find out about the benefits of running, you will in his interview, and I couldn't agree more.

Mark Andrews was my tutor at the Teacher training course in Devon in 2011, together with Uwe Pohl. For me it was a life-changing experience, nothing was quite the same again. I was already very devoted to HUPE, but since 2011 and Devon, I became more engaged in travelling, organising things like bringing students to England, becoming part of the HUPE Board, going abroad to conferences, becoming more eager to move and learn. Mark has always encouraged us to think outside the box, to get out of our comfort zone, to explore the world around us and to bring it into the classroom to inspire our students and teach them how to be citizens of the world.

So here are the people who inspired me and who gladly answered my questions. There is a lot to find out and learn, so if you want to find out who loves the Cure, and who plays drums, whose favourite poem is The Thought Fox by Ted Hughes, who actually wrote a biopoem for this article, who teaches students that there is no such thing as a failure, who has been in ELT since the early days of Headway, who knits socks, who feels that we as teachers need to de-white and de-westernise history, who became a teacher for believing in a better future, what EVE is, what makes a good plenary and much more than that....enjoy reading.

Hope you find a great poem, a song, a quote, an idea to feed your soul and your grey cells.

Lana Duka Zupanc



Aleksandra Popovski Golubovikj: I tell my students there is no such thing as FAILURE. You fail, you fall down, you get back up and you keep shining. Never give up.

1 Could you tell us something about your current job? How long have you been teaching?

I've been teaching for 21 years now. I established my language school in 2002 and it has been a source of enthusiasm, energy, and creativity ever since.

What do you like most about your job and what are the biggest challenges you face?

Talking with my students about life, experiences, challenges, obstacles, teaching them to be determined and persistent - that is what I like. Teaching is not just about teaching them a language, grammar rules, vocabulary, etc. It's about helping them

become people who will change/shape the future of the society in which they live.

Of course, there are challenges along the way and I think that the biggest challenge for me is making my students understand that learning is a life-long process that doesn't finish when they leave the classroom. Learning never ceases.

2 Teachers Associations – Why are they important? Is it important to attend different conferences ?

How can we make them more accessible to teachers?

Teachers' associations are the key to our professional and personal development. I believe that our profession is a terribly vain one and we don't like being told we don't know or understand something. However, as a member of an association you learn that not everything is about you, that there are things you don't know but that you can learn in a safe and supportive environment. That's what an association is – a safe and supportive environment, your safety net.

Attending conferences is a significant part of professional development. For me conferences are an opportunity not only to learn but to see old friends, make new friends, and grow as a person. I always say that if I learn just one new thing, that conference has been a great success for me. As a conference organizer I know how much time and effort is put into such an event and I always, always look only at positive things because small associations such as ELTAM Macedonia and HUPE rely on a small number of volunteers who are, after all, regular people and not superheroes.

3 What is the future of ELT?

That is a difficult question to answer.

We will need to redefine proficiency. What does it mean to be proficient? Can CEFR actually measure language proficiency? I may not be fully proficient in General English but I am great at legal English. Who is a proficient reader? Someone who decodes words with great speed and little comprehension or someone who is a slow reader but comprehends a text fully?

Also, we will need to start talking about things that encourage discussion and critical thinking. We need to leave PARSNIP (acronym for taboo topics in ELT- politics, alcohol, religion, sex, narcotics, -isms, pork) behind and start talking about things that are our students' reality and these things ARE their and our reality. If we want our students to be critical thinkers, well, let's allow them to think critically.

All this means that the world of ELT will be redefined, reconceptualized, and reimagined in the future and ELT will increase its presence as an active participant in the process of globalization.

4 What is your motto in life / teaching? What is your favourite song or a poem and why?

"Never give up." It sounds corny but that's what I believe in. I didn't give up when I lost my home, my country in 1992, I didn't give up when I lost some beloved people, and I have no intention of giving up no matter what lies ahead. I tell my students that there is no such word as failure. You fail, you fall down, you get back up, and you keep shining.

So many songs to choose from. I guess I'd say Lovesong by The Cure and No Need to Argue by The Cranberries. Favourite poem – No Second Troy by W.B. Yeats.

5 Why did you become a teacher? What are the topics you most enjoy teaching or writing about?

Because I can be someone else when I teach. I am essentially quite shy and withdrawn but when I speak English, when I teach, I turn into a completely different person. I like that feeling of being someone else for a while. Strange, isn't it? Most would say because they love children, passing on knowledge but for me it's different. Yes, I love children and teaching,

but speaking a foreign language ... a whole new world.

I enjoy teaching about music, films, books, history and I love writing fantasy (stories, books). I also like teaching and writing about mental health because I feel that it is a topic we don't discuss enough, in our personal and professional life.

6 Do you bring TODAY and NOW into the classroom? How?

I believe I do by discussing current social issues. If we want our students to become citizens of the world, then we have to teach them about the world.

7 Describe yourself in five adjectives or write a biopoem.

Persistent, reliable, considerate, sincere, practical, but I can also be stubborn, unforgiving, and impulsive. More than five but at least I said what is good and bad about me.

8 What is your message for 600 HUPE members?

Never stop learning.

9 Feel free to add anything else you wanted to mention, and I did not ask.

10* optional: How do you unwind, knowing that our job is one of the most stressful one?

Books, music, and films – I don't have to talk around them.

Aleksandra Popovski- Golubovikj



Fiona Mauchline: Be memorable and empower. Your students go to you for more than just English so be the teacher they need you to be.

1 Could you tell us something about your current job? How long have you been teaching?

What do you like most about your job and what are the biggest challenges you face? I've been in ELT since 1987 and the early days of Headway. I even predate the Lexical Approach. I haven't taught much in the last two years, though I've been giving public speaking workshops at local schools. I am hoping to get back in the classroom in 2019 – I miss it!

At the moment, my job is mostly as a materials writer, with conference speaking and training thrown in. I enjoy all of it, though it means life can be a bit like an ongoing potluck dinner. That's probably the biggest challenge, as it means finances are tricky at times. Challenges in the classroom were, as with all professions, mostly related to people but not to students or even other teachers ... I'll leave it at that. Admin is another challenge of both the teaching and the writing/training side of things – finding the time to do the paperwork. The time and the enthusiasm.

2 Teachers Associations – Why are they important? Is it important to attend different conferences?

How can we make them more accessible to teachers?

I think they're important, yes. Staffrooms can be like classrooms: you don't get on with everyone in them, and it's good to get a different perspective on things. TAs are about sharing, learning and networking – what's not to like? They're also valuable in avoiding teacher burnout, as you usually come away from their conferences feeling energised, but newsletters and TA blogs can also be a source of inspiration. Whether it's important to attend different ones or not is another matter. It's not cheap, if you don't have a conference near you, and we're not a profession of wealthy folk. I do think, though, that attending one conference if you can and complementing that with webinars is a good option. Saves your carbon footprint too.

Is it all about accessibility or is it partially about appeal and communication? It can be hard to spread the word about TAs, and quite often it's about how to make events etc appealing so that people turn up, not just about accessibility. From experience, I know that just getting the word out to as many people as possible is the biggest obstacle to attendance, and our current reliance on social media doesn't help, as there are a lot of people who don't use social media for work purposes. GDPR makes it difficult now to reach new people, too, so events need to be even better than before; that way word-of-mouth does the heavy-lifting. Apart from that, one-day and two-day events are a good idea, dotted around your geography – that keeps hotel bills down – and informal meet-ups for chats, idea-swapping and drinks in various locations also works well and makes a TA accessible and fun!

3 What is the future of ELT?

Ah, no crystal ball, sorry. Probably not as different as some people think. More women and L2 English speakers at the top, though; that's for sure. It still irks me to see a list of 'leading figures from the ELT sector', which then consists of maybe seven men, one woman and all L1 English speakers. A thing of the past? I saw that this morning.

There may be a slight drop in interest in English as our current crop of English-speaking world leaders (or at least three of the main ones) are not exactly fanning the flames of enthusiasm towards their countries, and seem hell-bent on removing English from the international trade scene. But that is, hopefully, a temporary thing. German teachers can be more optimistic for now, perhaps. With time, though, and with tech companies still predominantly English-speaking and the internet likewise, it should all settle back to what it is now. More Skype classes, perhaps, fewer global products almost certainly – the world is fracturing and the 'local market' business model echoes that. It's up to us people to keep it all together, so, yes, Skype classes, webinars, platforms like Basecamp or Slack becoming online classrooms (good for writing skills..) as the short text generation moves up, but nothing will completely replace teachers, classes, and paper books. I don't think...

4 What is your motto in life / teaching? What is your favourite song or a poem and why?

I wrote a blog post on this a while back. It's here <https://macappella.wordpress.com/2012/01/17/quote-unquote/>

Right now, perhaps *Should I stay or should I go*

Life and teaching? I'm not sure. *Never give up on a good thing, remember what makes you happy..* that's a song and a philosophy.

I have no idea what my favourite song is, though; I'm a fervent Bowie fan, Clash, Soundgarden, but I could listen to Sácalo (Vargas Blues Band) all day, back to back with John Lee Hooker's *Chill out* – they're essentially the same song. When I want to dance alone, I put *Tilted* on, or Sugababes (early incarnation); at the gym it was Gaga, though I don't actually like her stuff much. But *Born this way* and *Edge of Glory* are hard to beat on the treadmill – and maybe there's a message in the titles too. Poems? W.H.Auden *O tell me the truth about love* and Adrian Mitchell's *Celia*, *Celia* are great for a light-hearted moment, Baudelaire for *those days* but I cannot recommend more the book-length poem by Matt Haig called *The Truth Pixie*. A must for kids and adults. I could write pages in answer to just the music and poetry questions, here... sorry!

5 Why did you become a teacher? What are the topics you most enjoy teaching or writing about?

Why? Very long story. Starting with a hatred of school and ending with 'so be part of the solution'. I've started to write about it in my story blog. Here's the third part with links to the first two, if you're intrigued... <https://bloodsweatgaspacho.blogspot.com/2012/07/the-art-of-being-different-its-not-easy.html>

The list is almost endless. I DON'T like writing about the stuff we've seen a thousand times, like cheese rolling, fried Mars Bars or most celebrities. Apart from Bowie, or any number of women that don't get mentioned much in coursebooks, like Vivienne Westwood or Bessie Coleman. In fact, that's probably what I like writing or teaching about most – people who deserve to be discovered by our teens, people who might look like or have the same issues as our teens, people who have been glossed over by history for various (often gender politics or racial) reasons. There has been a large number of 'kickass girls' books in bookshops in the last few years, but we still need to de-white and de-Westernise history, too. And as teachers, we can be part of that.

6 Do you bring TODAY and NOW into the classroom? How?

Me? Yeah. I used to be 'Dogme Fiona'. A complete answer here would be too long, but unplugged teaching is an approach I am or have been associated with. Teens' own photos on their phones, headlines, emails from suppliers (ESP) and what students want to talk about TODAY and NOW but used within a prepared framework – which is what distinguishes it from winging it. Rather like an artist saying *I'll provide the canvas, the easel, the brushes, water, charcoal, studio, expertise and tuition, you bring the colours or tell me which ones you want to use.*

7 Describe yourself in five adjectives or write a biopoem.

I came

I saw

I didn't conquer

Nor did I give up – does that count?

8 What is your message for 600 HUPE members?

Keep teaching, keep educating and be role models for your under 25s to follow. Even for your over 25s. Break glass ceilings, make your teaching matter, be memorable and empower. Your students go to you for more than just English, so be the teacher not that they want you to be but that they need you to be – even if that means you listening really really hard and staying quiet a lot of the time. And be modest, you may not be the one who knows the most in the room.

9 Feel free to add anything else you wanted to mention, and I did not ask.

EVE. EVE is Equal Voices in ELT and it's an initiative I set up with Sue Leather to promote parity in conference programmes: gender parity and L1/L2 parity. There is still a tendency for (some) conferences to be 'headlined' by L1 English speaker men (as you know), as some still feel that that confers gravitas and prestige. It isn't an easy-fix situation, and sometimes, just sometimes, that imbalance is justified, but it often isn't, as market forces play their part. There's a webpage here <https://evecalendar.wordpress.com/> and a podcast here <https://elt.wtf/2018/10/05/eltwtf102/>

10* optional: How do you unwind, knowing that our job is one of the most stressful one?

'Unwind'? Is that a thing? I'd like to say I paint, draw, take photos, read, see friends, and listen to music... but... well, maybe at Christmas! :) Oh, and I dance.

Fiona Mauchline



Jen MacArthur: I became a teacher because I believe in better future. I am generally optimistic.

1 Could you tell us something about your current job? How long have you been teaching?

I am currently the Regional English Language Officer (RELO) based at the U.S. Embassy in Belgrade, with a region including: Albania, Bosnia and Herzegovina, Bulgaria, Czech Republic, Croatia, Hungary, Kosovo, Latvia, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia, and Slovenia. Previously, I was the RELO based in Islamabad, Pakistan and Mexico City, Mexico. I started working for the U.S. Department of State in 2012, but I started teaching in 1997, as soon as I graduated from university.

What do you like most about your job and what are the biggest challenges you

face?

I miss teaching every day, but this is a pretty incredible job – I have the opportunity to meet so many interesting people and to travel. A lot. It is very interesting to see how education and public diplomacy intersect in different parts of the world. There is a lot of bureaucracy, budgeting, and behind-the-scenes management required as a RELO, but my favorite moments are when I have the chance to work directly with teachers. It is also gratifying to hear others' good ideas and to help them to spread those ideas to others through encouragement, publicity, connecting people, giving small grants, or nominating people for exchange programs. A lot of people took a chance on me early in my career, allowing me to try new things and to take on new challenges. I try to remember that and look for opportunities to do the same for others. I think the greatest challenge I have in this job is knowing that there are only 24 hours in a day – there are so many more good ideas to support, places to visit, programs to make happen, workshops to give, etc. than a small RELO team could ever possibly accomplish. Another hard part of being in the Foreign Service is knowing that you'll have to move on – our tours are usually three years in length. Sometimes the sheer number of people I have to try to keep straight in my head can be a little overwhelming, as well!

2 Teachers Associations – Why are they important? Is it important to attend different conferences?

Teachers' associations have been an important part of my professional development throughout my career; they are also key partners for the work of RELO offices around the world. I've also found like-minded people through my work with teachers' associations who have become friends. I grew up in a family, a school system, and in communities where voluntary work was a given. Organized by teachers for teachers, I think teachers associations' are an amazing example of the positive power of civil society, as well.

I used to attend conferences to gather ideas I could implement immediately in my classes. Now that's changed a bit, and conferences are more about networking for me. At the same time, I still attend a lot of sessions, but now I'm looking for great speakers to invite to future events, as well as for broader trends in our field. I also try to gather information about new environments at conferences – when I haven't had the chance to visit a country or its schools very much, watching and listening to teachers' questions, comments, and attitudes during conferences can teach me a lot about their everyday professional reality. I think this is also a great reason for teachers to attend conferences in other countries whenever they can.

How can we make them more accessible to teachers?

While an important part of teachers' associations is about the relationships forged through working together, I think there is always a danger that associations (and/or their leadership) can become cliquy or exclusive. It's important for people who arrive alone for the first time at a teachers' association conference or event to feel welcome. Otherwise, they won't come back. At my first big TESOL conference in Vancouver, I didn't know a soul. Luckily, I found a few people through the Teaching Young Learners Interest Section on the first day who helped me feel like I belonged at that overwhelmingly large event!

3 What is the future of ELT?

I think the future of ELT is hyperlocal and face-to-face. I do hope we will continue to expand our access to information and international cooperation, of course, but I think in teaching we are undergoing a shift from an emphasis on being

subject-matter experts (ie. knowing a lot about English) to focusing more on what our students need. Teachers are no longer keepers of knowledge, selectively passing it on; now we all have the internet to answer our factual questions or correct our errors. At the same time, teachers need to help students to curate and evaluate the barrage of information available to them. More than ever before, we know that we are preparing students for a fast-changing world, for jobs and challenges we cannot possibly predict. I think this means we will need to focus more on developing students' skills: for life-long learning, for critical thinking and media literacy, for resilience, for goal-setting, and for intercultural communication, just to name a few. This doesn't mean we won't teach English, but it means we will teach English as a skill, rather than a subject, and hopefully in increasingly interdisciplinary and student-centered ways.

4 What is your motto in life / teaching? What is your favourite song or a poem and why?

I'm not sure I have one overarching motto in life, but as I answer these questions at my desk, I do have two quotations hanging up on my bulletin board which might provide a bit of insight:

"If you're going to try, go all the way." Charles Bukowski – I took home a copy of the poem "Roll the Dice" following a poetry recitation contest organized by an English Language Fellow at the University of Belgrade in April 2017 – it's been hanging up in my office ever since.

"Viele kleine Leute die in vielen kleinen Orten viele kleine Dinge tun, können das Gesicht der Welt verändern." – this is in a photograph I took of the Berlin Wall when I studied there in 1994. I found the photo when I looked for others from my first visit to this RELO region (specifically to Poland that same year) upon my arrival in Belgrade. I think my photography skills have improved since then, but this quote still inspires me.

As for a favorite poem, I'll keep it short, with a poem by Edna St. Vincent Millay (from my home state of Maine):

First Fig

My candle burns at both ends;

It will not last the night;

But ah, my foes, and oh, my friends—

It gives a lovely light!

5 Why did you become a teacher? What are the topics you most enjoy teaching or writing about?

I became a teacher because I didn't want to stop learning and because I like working with people. I became a language teacher because learning foreign languages was hard for me in school and because I'm curious about the world. I think I also became a teacher because I am generally optimistic. I believe in a better future; I think most teachers do.

6* optional: How do you unwind, knowing that our job is one of the most stressful one?

I try to unwind by making things. At the moment, it's mostly knitting simple socks to give away as gifts. I think so much of the work we do is hard to see – the effects are only visible sometime in the future: an attitude changed, a risk taken, confidence built, knowledge applied. For that reason, I find some balance in making something concrete, visible, and colorful.



Jon Hird: My greatest challenge is I guess the same as for all of us - to do a good job and provide what my students expect and deserve.

1 Could you tell us something about your current job? How long have you been teaching?

I have been teaching English since 1990, when I did my Cert TEFLA (now CELTA). I now teach three mornings a week on a couple of courses at the University of Oxford, where I teach grammar, academic literacy and professional and diplomatic English. When I'm not teaching, I'm a materials writer and teacher trainer for the University and as a freelancer.

What do you like most about your job and what are the biggest challenges you face?

What I like most about my job is the environment I work in. I feel very lucky to be working at the University and being a very tiny part of what it represents in the world of academia. I'm pretty well my own boss and have freedom to design and deliver my own courses. My greatest challenge is I guess the same as for all of us - to do a good job and provide what my students expect and deserve. And the teaching, the writing and the training is a very enjoyable and complementary combination.

2 Teachers Associations – Why are they important? Is it important to attend different conferences?

Teachers associations and the events and conferences they organise are a great way for teachers to meet other teachers, both in the talks, workshops and other sessions and outside this in a more social context. Teachers often find themselves in their own little bubble and meeting other teachers can be energising and refreshing. And such events are also a great opportunity for teachers to give talks and workshops.

3 What is the future of ELT?

Good question!

4 What is your motto in life / teaching? What is your favourite song or a poem and why?

I don't think I have a motto, but if I did it would be something along the lines of a cautious Carpe Diem! Nor do I have a favourite song, but if I did and if I was in the mood, it's likely to be something by Pink Floyd. But if I can choose a favourite piece of music, it'd probably be Barber's Adagio for Strings.

5 Why did you become a teacher?

It was the Easter holiday during my PGCE and I was woken with a knock at the door. It was a friend, who asked me if I would be interested in teaching English to some Italian teenagers to earn some money during the holiday. I told him sure and asked when. 'In ten minutes!' was the reply. After my PGCE, I did the Cert TEFLA.

What are the topics you most enjoy teaching or writing about?

I don't have any favourite topics. If I find a text or something interesting and relatable to and think my students will, I'll generally give it a go in class or in my writing. However, the way course book writing has changed in recent years means that now the publishers tend to sketch out the topics to be included, along with the language syllabus. However, the writers may have some freedom to find an interesting angle within that.

6 Do you bring TODAY and NOW into the classroom? How?

The courses I teach on are very current affairs- and international relations-oriented, so we very often open up a news website and look at today's news or recent issues and events. This is usually either for language content/analysis or discussion of the topic or more usually, both. I also frequently prepare worksheets/activities using the evening before's news.

8 What is your message for 600 HUPE members?

I think HUPE is a fantastic organisation and I've met some really great people, both committee members and teachers, when I've been in Croatia and at events in other countries. So, I guess my message is keep on doing what you do and keep on enjoying what you do. And I hope to be back in Croatia some time soon.

10 How do you unwind, knowing that our job is one of the most stressful one?

I unwind by listening to vinyl with a glass or two of wine and playing the drums. Not at the same time, though.

Jon Hird



Daniel Xerri: Teachers Associations provide educators with a professional home. There is far more THAT unites us than divides us.

An Interview with Daniel Xerri

1 Could you tell us something about your current job? How long have you been teaching? Which challenge in your job do you find most interesting?

I'm currently a Lecturer in TESOL at the University of Malta. My job involves enabling postgraduate students to critically engage with a variety of theoretical and practical issues in TESOL. I also teach reflective writing to undergraduate students and help them to improve their English language proficiency. Prior to my university post, I taught English in secondary schools for 10 years. The challenge I've always been fascinated by in my teaching career is that of enhancing students' cognitive and affective engagement.

2 What is your motto in teaching?

A quote that I keep in mind when teaching is from Steve Jobs' commencement address at Stanford University in 2005. He told students, "Don't be trapped by dogma — which is living with the results of other people's thinking." I'd like to believe that through my teaching I'm managing to help students to develop critical and creative ways of thinking. As the American artist Barbara Januszkiewicz points out, that kind of thinking is what inspires change.

3 Do you bring TODAY and NOW into the classroom? How?

Yes, I seek to do so by using authentic resources based on current affairs or topical issues. I feel that it's important to enable students to relate to the topics we focus on in class and to have an opportunity to discuss the issues that we're facing as the citizens of both a nation and the global human community.

4 What is your favourite poem and why?

Choosing a favourite poem is difficult given that there are so many that I absolutely adore. However, if pressed to choose one, right now I'd probably say 'The Thought Fox' by Ted Hughes (<https://www.poetryarchive.org/poem/thought-fox>). This self-reflexive poem reminds me of the beauty of inspiration and of the overwhelming power of new ideas as soon as they burrow into your head.

5 What are the topics you most enjoy writing about?

I write about a broad range of topics in TESOL and education (<https://www.danielxerri.com/publications.html>); however, I particularly enjoy researching and writing about creative aspects of language teaching and learning. Many of my publications focus on how young people's creativity education can be fostered. I also enjoy writing about teacher development, especially ways of enabling teachers to research their own practices and contexts.

6 What are your future publication plans?

I'm currently co-editing a book on teaching English for the development of 21st century skills. This should be coming out in the first half of 2019. I'm also working on a number of articles based on my creativity research, and chapters on teacher research.

7 Why are Teachers Associations important? Is it important to attend different conferences?

Teacher Associations provide educators with a professional home. The sense of community that teachers experience when they join a TA is immensely valuable and it is nurtured by the networking and learning opportunities that conferences organised by TAs offer. When teachers have the means to attend conferences in different countries, they realise that in spite of any political and cultural barriers the international teaching community makes them feel welcome and at home. Most teachers seem to recognise the truth of the idea that there is far more that unites us than divides us.

8 What is your message for the 600 HUPE members?

I feel HUPE members are extremely lucky to form part of such a well-organised TA. I admire the huge sense of commitment that the association's leadership and membership has to teacher development. I've heard many good things about the HUPE Conference and I hope to be able to attend in the near future.

9 You've given plenary talks at a number of TA conferences. What makes a good plenary?

I believe a plenary should be a means by which a speaker challenges the audience to think deeply about a particular topic. While being underpinned by a solid understanding of theory, research and practice, a plenary should go beyond the sharing of practical classroom tips. A good plenary provides teachers with an opportunity to develop their thinking about a topic and its relationship to praxis. It respects teachers as thinking beings.

10 How do you unwind, knowing that our job is one of the most stressful ones?

I've always enjoyed swimming and trekking, but for more than a year I've been going for a run three or four times a week. Running has become such an important means for me to relax, take care of my health, and reflect on the things that matter to me that I've even written an article about it. Those interested in knowing more about how physical exercise can be a form of professional support can find the article in the January 2019 issue of *Modern English Teacher*.



Mark Andrews: Treat students as people first, learners second and learners of English third and maybe some things might get learnt.

1 Could you tell us something about your current job? How long have you been teaching?

I've been teaching for 36 years now, if you don't count a one year job as a language assistant in a school in Bavaria, West Germany 43 years ago. And I found myself in the role of teacher trainer in East Berlin 32 years ago working as a free-lance teacher trainer working in schools in the German Democratic Republic. Now I work as training director at SOL, Sharing One Language.

This involves teaching on teacher development courses, in-house teacher development in Devon and doing workshop tours in Central and Eastern Europe as well as representing SOL at teacher association conferences. At HUPE more recently I have enjoyed doing live lessons.

What do you like most about your job and what are the biggest challenges you face?

I guess I enjoy being able to combine my interests in teacher training, British Cultural Studies and intercultural communicative competence with my first degree subject, Eastern European Studies, which came before the MA in Applied Linguistics and being in Devon some of the time.

2 Teachers Associations – Why are they important? Is it important to attend different conferences?

How can we make them more accessible to teachers?

I think being a part of a teacher association as an English teacher should be a given, not just for ongoing professional development but as a way of being able to act together as a professional body and to be a key part of civic society in a democratic society. To make them more accessible is to do what you do in HUPE which is to have a sophisticated regional network.

3 What is the future of ELT?

It will always depend on the particular local contexts and geographical needs, as perceived by language planning people in different countries. But classroom methodology will always play a role in encouraging and supporting those people who might not have the same kind of advantages and opportunities as others when it comes to learning languages.

4 What is your motto in life / teaching? What is your favourite song or a poem and why?

Treat students as people first, learners second and learners of English third and then maybe some things might get learnt. And never do anything you can get students to do. Roger McGough was the first poet I ever met when my English teacher took us to meet him at Wolverhampton Library when I was 13 and I always liked his poem «At Lunchtime» for a nuclear age. As for a song, «After Hours» by the Velvet Underground, I always used to end up my all night discos in Czechoslovakia with that one.

5 Why did you become a teacher? What are the topics you most enjoy teaching or writing about?

I guess my Dad was a teacher and a teacher trainer and I was surrounded by books about teaching and discussions about teaching as a small boy and as a teenager so some of it probably rubbed off on me. I enjoy thinking about, writing about and creating more democratic classrooms where students take more responsibility for both the content and the process of what goes on there.

6 Do you bring TODAY and NOW into the classroom? How?

All the time. Allowing the energy in the room to stay there at the beginning of the class by getting students to talk about whatever they want to for the first three minutes, but in English, is one way but bringing local issues into the classroom and doing project work where the students live is another way. On the bigger themes we need to find a way of bringing young people up in a spirit of internationalism within the current political climate and finding ways of doing that is a special and difficult challenge but it involves an understanding of and reflection on «The Now»

7 Describe yourself in five adjectives or write a biopoem.

Mark

Sociable, Central European swimmer

Who loves the Atlantic, the Adriatic and the unexpected

Who feels his home country needs to step back and take a more modest role in world affairs and embrace being a part of Europe more generously.

Who needs to spend time in Lovran at least once a year drinking Teran wine and picking figs off the trees.

Who gives a lot of thought to what communicative classrooms might look like.

Who fears the return to the politics of the 1930s

Who would like to be the best father he can and a friend and a companion for his son Ronan.

Resident of Tabán Budapest

Andrews

8 What is your message for 600 HUPE members?

Keep calm, support your local branch and persuade other teachers to do the same.

9 Anything to add? Well, online is all fine but so's face2face, we don't have to share everything with our whole facebook race.**10 Unwinding is soaking in a Central European spa in a nice white gown with a massage and a good book, whatever the weather and whatever the season. We don't get places like this in the West Midlands and it is probably what I enjoy the most about living in Budapest.**

Mark Andrews

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SINGING AWAY THE WRITING BLUES?

Introduction

In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in a language, even in the first language. Added to the inherent difficulty of the skill itself is the added 'bonus' of age. Most adolescents find it boring or believe they just can't write anything decent. So, what can we do to sing away this writing blues?

Making writing interactive

Writing is an interactive process by nature as it evolves out of the symbolic interplay between writer, text and reader. By making conditions more 'authentic' than the ones in traditional classroom tasks, awareness of audience, purpose and intentionality is reinforced. Interactivity can be promoted in class by implementing some of the following suggestions (adapted from L. Hamp-Lyons and B. Heasley 1992):

- Group-brainstorming on a given topic.
- Whole class discussion of how a particular text might need adjustment according to the audience it is addressed to.
- Collaborative writing: students work together to write a previously agreed text.
- Whole class text construction and composing on the blackboard.
- Writing workshop or in-class writing: students consult each other and co-construct texts while the teacher moves around listening to their comments, providing feedback or answering questions. The teacher keeps track of their progress and works out a record of most frequent questions, doubts and inaccuracies for a future 'error analysis session'.
- Group research on a text topic: students divide out the responsibility for different aspects of the information-gathering stage on a certain topic. They then pool their results and work together to plan a text, which may be collective or individual.
- Peer-editing.
- Specification of an audience and purpose of a text by making the situation 'real': e.g. exchanging e-mail messages with other English-speaking students, producing a class blog.

Making writing interactive requires imagination on our part as teachers, but is rewarded by the creativity and enthusiasm that most students display in response. In order to attain this goal we need to help them build up from the foundations.

Building vocabulary

Many times students complain that they lack the necessary vocabulary to write. They feel relatively safe while they follow the step-by-step guidance provided by the teacher or the coursebook, but what happens when they have to do a writing task by themselves, particularly of the narrative or descriptive kind?

Students seem to operate on a very limited vocabulary repertoire. While their passive vocabulary may be quite extensive, their active vocabulary is often very limited and they end up using the same words again and again: people always walk or run, girls are pretty or not pretty, sometimes they can even be beautiful! Something they like is nice, if they don't like it, it is not nice, and you do things slowly or quickly. And that's it!

How can we help? What follows is a sample of activities that can be used to help them build up their active vocabulary.

1. Descriptions of people

Character

Brainstorm on the board adjectives beginning with each letter of the alphabet. If you feel students are going for the most common, give definitions and ask them to say the adjective: 'Someone who always says 'Please' and 'Thank you' and lets old ladies go first on the bus is?'

If any letters are missing, ask students to use dictionaries and look up more adjectives and provide a simple definition. Have them keep a written record in their notebooks.

Then play a game. The first student begins by saying, e.g.: 'I like my friend Albert because he is amiable', the second follows: 'I like my friend Betty because she is brilliant', and so on.

Manners of walking

Ask students how many words they know that describe different manners of walking. They will probably come up with run, walk, jump and very little else.

Write a few verbs on the board and ask the students to mimic them if they know the meaning. If they don't, mimic and encourage them to produce a simple definition in English they can remember easily.

For revision, give students blank cards and ask them to work in groups. One group should work with verbs of movement, another with adjectives that describe character. Have them write a set of definitions and the set of words on separate cards. Have the groups exchange the cards and ask them to match the pairs.

This activity can be done with other lexical sets, for example sounds made with the nose and the mouth, ways of speaking, etc.

Sample consolidation task

Ask students to look for pictures or photographs of people in magazines, newspapers, the web, etc. and write a vivid description of this person, invent a personality from how they react to the photo, describe how the person moves, feels, their character, etc. This can be done as a writing workshop in class.

In groups, they read each other's description comparing them to the actual picture and help each other improve the texts. Then they exchange descriptions and pictures with another group, read the texts and try to match them to the corresponding pictures.

You may wish to choose a description from a novel, short story or newspaper, and make copies for the students to read. Encourage them to discuss the good and bad points of the text, the vocabulary used and ask them what they would imitate from it.

Describing places

To excite students' imaginations when writing a narrative that requires description, you can try modelling the narrative as if you were telling the story and eliciting enriching elements from them.

Suppose they have to write a story about what happened to them one evening when their car broke down in the middle of nowhere. You may begin like this:

'One day, you were driving along a deserted country road. The sun was beginning to set and the sky was

What colour was it? Red, yes red but was it just red? Bright red ... and yellow that's it. There was no traffic and the nearest village was

Where was the village? Near? Far away? How far was it?

Suddenly the car began to slow down and eventually it stopped. You tried to switch on the engine again but nothing happened.

How did you feel?...

You can build the story together by encouraging them to add interesting details and helping them with new vocabulary. It is a good idea to write the contributions on the board classifying words into categories, e.g. verbs, adjectives and nouns. Afterwards, you can ask the students to write their version of the story in groups.

You can also make copies of a short narrative or description omitting all verbs and adjectives and numbering the blank spaces. In pairs or groups, students fill in the missing details. If you would like to make it easier, you can provide two or three options from which they can choose. Depending on the kind of text and the level of the students, you can supply options with different connotations.

When they have finished, you can give them the original text to compare and discuss the differences and / or similarities between the two.

Beautiful sounds

You can do this as a game to explain what the rhythm of a text is and how the choice of words can affect this rhythm.

Provide a list of words and ask the students to say them aloud and choose three or four they like the sound of most. For example: *murmur hush dribble home lullaby mist nevermore lilac bobolink fawn marigold fair memory mouse harbour cobblestone rainbow trembling*

Then, ask them to write six words, not from the list above, that they think sound beautiful. Allow them to use dictionaries. As a class ask them to share their words with their classmates. As a follow up, they can write a short story or a poem using their words.

Text structure and style

In my experience, students find these aspects of writing quite difficult to master; therefore, I think it's quite important to give them plenty of opportunities to see and discuss text samples that they can then use as reference and suggest ways in which they can improve the way they work.

Linking words

Using linking words correctly is usually very difficult for students in their mother tongue, even more so in another language. In English, they tend to stick to and and but. Here are a few suggestions.

Provide samples of texts and ask students to circle linking words and cohesive devices. As a class, build a table for reference and display it in the classroom.

1. Ask them questions that help analyse how the writer has built the text and give them tips for each kind of text they have to write.
2. Encourage them to discuss the model texts and draw conclusions.
3. Ask them what they do in their mother tongue when given a writing task. Compare with what they do in the English class and encourage them to transfer strategies from one language to the other.
4. Encourage them to voice their weaknesses or perceived problems when faced with a writing task and elicit possible solutions from the class.
5. Encourage writing in class, in groups or pairs.
6. Encourage peer reading and feedback.

Register

There are many books with activities to make students aware of differences in register but the one I have found most useful is simply providing them with copies of different types of text that they can afterwards stick in their folders and keep as a reminder: letters to friends, to bosses, to newspaper editors, newspaper articles, narratives, etc. and asking them to work out the differences. Then they build a Formal / Informal table on the board and write in the elements they find in each text.

Style

There are some features which are typical of EFL students' writing: artificial emphasis, quite frequent in students whose language is either Spanish or Portuguese, sloppy wording and confused writing. A useful general rule is that good style does not require artificial emphasis of the following kind:

I have NEVER seen such an ugly picture in my life!!!!!!!

Emphases should be made by being explicit. If we are describing someone or something, we should show what we mean.

Sample task

Give students a sentence where there is an overuse of emphasis and ask them to work together in groups to improve it by being explicit.

I have NEVER seen such an awful dog!!!! It MUST belong to Bernard ...

Possible answer:

I had never in my life seen such an awful dog: fat, dirty, bad tempered, with its eyes half shut. I had no doubt, it had to belong to Bernard. It was the sort of dog he would have: ferocious and unlovable.

Sometimes students have a lot to say but they seem to be unable to group the points and deal with them in good order, they keep coming back to different aspects of the same points again and again. This disorder is natural in speaking because you go back to something you have already said, or remember something you didn't a few minutes ago and you need to say it now. But writing should be organised.

Confused writing is not acceptable even in an informal letter to a friend. So we may give our students some advice to deal with this problem:

1. Do not start writing right away. Take time to get ideas, examples and illustrations and make notes.
- 2.
3. It's impossible to plan a composition completely beforehand, Ideas will come up while you are writing. Don't write them down as a next sentence. Write them on another piece of paper and go back to them when you have finished to see where you can include them.
4. After writing, check to see if you have grouped your points correctly and decide if it is worth including those new ideas and where. Edit the text.
5. Write your final draft, re-edit and give it to a classmate to read.

It's quite difficult to persuade students to plan their writing, mostly because they think that they have to plan everything in detail beforehand and they can't change anything later. Show them it isn't so, organise writing workshops in class and encourage peer editing and feedback. Collect samples of confused writing and give copies to the students and have them improve the texts. It will help them become aware of their own mistakes.

Putting it into practice

I would like to suggest a few writing activities that can fun to do in class as writing workshops.

a. Media stories from the news

Look up some headline stories on the Internet. There are several sites you can visit, for example The Guardian or the BBC. There are also many newspapers especially written for young learners of English that you can find with Google.

Print the headlines and the stories or articles separately. If you have a computer lab that you can use in the school, you may have the students read the stories directly from the Internet site so you don't need to print them.

Ask students to choose one that attracts their attention. In groups, they brainstorm ideas suggested by their headline and try to build up a story around it. Encourage them to plan and edit their writing. Ask groups to exchange their texts

and react to the writing making comments at the bottom of the page. This feedback should help the group do the final editing of their story.

When they have finished, you either give them the original texts or they look them up on the Web and compare them with the stories they have written.

Encourage them to discuss aspects such as choice of words, style, organisation, etc.

b. Interviews

Ask students to work in pairs or small groups and choose a fictional character they would like to interview. As a class, have them say who they are going to interview and why and ask them to outline the plot of the film or book or computer game where this character can be found.

With their partner, they write the questions they would like to ask. Encourage them to be imaginative, funny, deep, for example, asking a character about his or her motivation for doing something. Then, they should provide the answers.

When they have finished, ask them to write a semi-formal newspaper report of the interview. Again, if you have access to the Internet, they may look for information or interviews to compare with what they have written.

These reports could then be 'published' as a display in the school notice board or in the school newspaper.

c. Historical events

Present a small number of historical events for students to choose from. Form groups with those students who have chosen the same event. You should be able to make some groups of three or pairs. Ask them to look up information about the event they have chosen either in the school library or on the Web and report back to the class.

Ask the groups or pairs to imagine what the protagonist of the event was really thinking about when this event happened and write a short monologue,

e.g. What was Columbus thinking when he discovered America in 1492? Ask the groups or pairs to edit their writing, exchange it with other groups or pairs and provide feedback on their classmates' texts.

After they have done this, tell them that at the same time, the most unusual things were happening on Earth. Have them write about one of them. This can be a crazy everyday situation. Again, ask them to share their writing with the rest of the class. Have them make a final version using the feedback provided by their classmates.

Depending on the preferences of the groups, you may encourage your students to decorate their texts with drawings, cut outs or collages to illustrate what they have written.

In all cases, I strongly recommend to spend time on these writing workshops. They are indeed time-consuming but they can be scheduled in advance and we can devote, for example, one class a month to this kind of work and set similar tasks for homework for extra practice.

In addition, it is a very good idea to display the students' texts either in the classroom or in common school areas. This gives the writers a sense of audience and of 'being published'. Their work is no longer just a piece of homework that has to be done to please the teacher. There is a sense of purpose to it. And, who knows? You may discover a potential professional writer in your class.

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EFFECTIVE ENGLISH LEARNING WITH YOUNG LEARNERS THROUGH FORMATIVE ASSESSMENT

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Keywords: formative assessment, young learners, positive attitude, learning process

Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve students' attainment. It is a challenge for a teacher to use a methodology which is new for them, but it is beneficial for both teachers and students as it fosters positive attitude and produces positive results. Not only is positive attitude towards learning being promoted, but also each student has the opportunity to monitor their own knowledge. On the other hand, summative assessment's main aim is to evaluate student's learning at the end of the learning process. There are many reasons why this is the most stressful situation for students. First, the problem is if students are not aware of the criteria which influence the outcome of students' and teachers' work. The main aim of formative assessment is to monitor students' learning progress, to provide ongoing feedback and to improve students' learning. The pre-knowledge is another element of formative assessment where the teacher has the opportunity to recognize their students' knowledge. This is one of the main elements that provides discipline in the classroom and prevents students' boredom. The interaction between a student and a teacher is the element which proves what is happening during the lesson – whether students are afraid of their teacher, if they are enjoying the lesson, are cooperating, and whether they are involved in the learning process. If students are used to formative assessment (FA) elements, teaching is easier. I want to point out, that you cannot use all the elements of formative assessment in one lesson, but you should plan different elements according to the aim of a lesson.

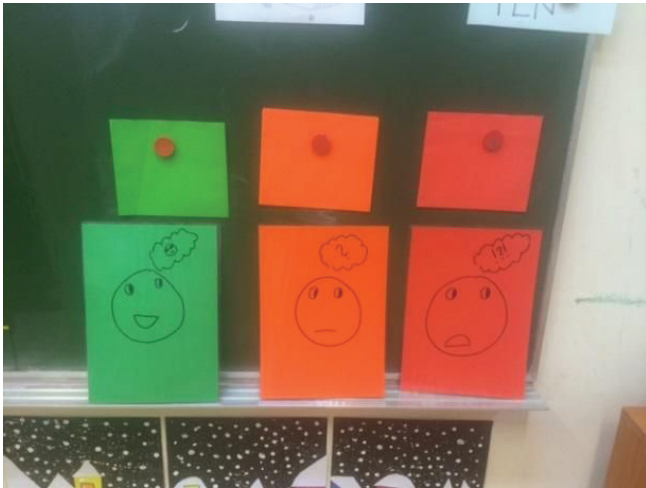
In the early stages of teaching foreign languages, formative assessment is one of the most important methodologies. Young learners are very sensitive- they want a teacher to be fair towards students and some of the formative assessment strategies are a really good idea to avoid further stressful situations in the classroom. In Slovenia, English is taught from the first grade onwards (students' are 6 years old) and the class can be as large as 28 students – which presents a big challenge for a teacher. Not only is it difficult to maintain a good working atmosphere, but maintaining discipline is also a challenge. Most importantly, it is a challenge to provide as much input and knowledge to students as possible. Below, I describe some of the elements of formative assessment with young learners. We have to be aware of this crucial age we are dealing with when young learners are getting their first foreign language experience which should be as positive as it can be. The final outcome should be the ability of each student to cooperate in an English lesson. Apart from establishing the foundations for later learning, early language learning also influences attitudes towards other languages and cultures. The main idea behind the inclusion of language teaching at the primary level is that young children have a great facility for understanding, imitating and learning without difficulties. The main method should be a guided game and the notion that it comes from a student's inner world.

The following are some recommendations for what could be said or done during a lesson:

1. Rearrange your seating arrangement in the classroom – students should learn how to cooperate and work in a team – this is how we expose them to real-life situations. You have many options how you can do it, just try avoiding the traditional setting where students sit in rows.
2. Do not focus only on the more competent speakers when it comes to oral production– all students should try to articulate their thoughts. The school nowadays should be inclusive. You can create many fun situations to include your students. Raising hands is over. Rather, try creating sticks, flowers, stickers with students' names. When students get used to it, they get more attentive, they listen better and always try to provide an answer.
3. Check what they know- your class is very diverse in knowledge. This creates a necessity for a teacher to know the strengths and weaknesses of their students'. If you put students in groups they get an opportunity to learn from one another, to provide help, they learn what solidarity is and many other affective values which are important for the whole society.
4. Give feedback to your students- it should be positive, made by gestures, and positive words.-Keep eye contact with your students; they will get the feeling that they matter and will want to be better.
5. Be specific and brief - provide your students with the chance to say something for themselves. Self-evaluation helps to develop critical thinking and metacognitive experience. My suggestion is that you put signs with smiles or colours where students recognise and are able to evaluate themselves. Do not forget to provide time for a student-to-student feedback.
6. If you see that students' motivation is low, stop and try to motivate them differently. Sing a song and dance a little bit. You should provide at least three to five different activities for young learners- jumping, sports and dancing are very good tools because they engage the left and right brain hemispheres.
7. At the end of the lesson ask your students what they have learnt, what they still have to do to improve their knowledge and interest.
8. Try to get as much evidence of their knowledge as you can - evidence matters and students have to be engaged in the learning process.
9. Be positive, careful with your words, sensitive to your students because they are at the beginning of their foreign language experience which should be encouraging.
10. Provide your students with a lot of authentic adventures –like exposure to native speakers, parties, cooking experience, multisensory learning is important. Bring the real things (realia) in the classroom because you have to step into your students' world of imagination and curiosity.



Name tags for students



Self-evaluation of students' knowledge



Sitting arrangements (groups) 4. Total Physical Response (TPR)



Gabi Čakš is a teacher at VIZ II. primary school Rogaška Slatina, Slovenia. She graduated in English and American studies at the Faculty of Arts in Maribor, Slovenia. She continued her education at the Faculty of Pedagogy in Maribor and completed a study programme for teaching English to young learners. **Gabi Čakš** also graduated in Gestalt pedagogy from the Faculty of Theology, University of Ljubljana, and is writing her PhD thesis in Gestalt pedagogy. She teaches English to the 1st, 2nd, 3rd, and 9th grade. She has attended International conferences as a speaker mainly in the field of teaching young learners. The school she works in has cooperated with the National Education Institute of Slovenia where Gabi Čakš provided two sample lessons for teachers and headmasters of Savinjska region.

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Ekonomsko-birotehička škola Slavonski Brod / Secondary School of Economics Slavonski Brod

Erasmus+ KA1 Project: Teach(ing) for the future

My first Erasmus+ adventure as a project coordinator began about two years ago. We carefully analysed our school's needs and two stood out:

1. Developing entrepreneurial skills in our students through general subjects. Although our school is vocational (Secondary School of Economics), our students tend to separate their "vocational knowledge" from their "general knowledge". Their entrepreneurial skills are not sufficiently developed.
2. Offering comprehensive, modernized support to novice teachers during their internship. The age structure of the teaching staff in our school is such that a significant number of teachers had retired and new teachers with little or no teaching experience were employed. Their mentors expressed a need for professional development in this area.

Luckily, our Erasmus+ KA1 project, *Teach(ing) for the future*, was approved and funded by The Agency for Mobility and EU Programmes. In July 2018, ten teachers participated in mobility in London and attended two structured courses: *Cultivating Entrepreneurial Mindset in Education* (5 teachers of general subjects) and *Train the Trainer* (school principal and 4 teachers promoted to the rank of mentors and advisors). These ten teachers acquired new skills and knowledge, which would benefit all our students and teachers in the future.

As part of dissemination activities, we have published brochures with practical, applicable advice and activities, which can be downloaded from our school website. Soon, we will publish a detailed Handbook for novice teachers as well, which will be available online. You can also follow other dissemination activities on our facebook page *Uči(ti) za budućnost*.



Train the Trainer

The official programme for in-service training of novice teachers sets the vast knowledge and competencies which beginning teachers should gain during one year of internship. Undoubtedly, these novice teachers can benefit enormously from observing the lessons of their mentors, who have great practical knowledge and experience to share. However, due to their rich experience, mentors sometimes apply various teaching methods automatically and forget to instruct young teachers on how to avoid some traps or tricky zones of the trade. Also, a lot of experienced teachers have not had many opportunities (or have had no opportunity at all) to



be mentors to novice teachers. Therefore, it is important to refresh their skills so they could provide more up-to-date support to their trainees. Novice teachers should be alerted to many seemingly easy or unimportant things that can make a huge difference in the efficiency of the teaching process.

These are the reasons why five teachers attended the structured course *Train the Trainer*, which helped them refresh their knowledge of methodology and their own teaching practice, foster new ideas for teaching and training novice teachers and acquire new mentoring skills.

We all know that teaching is an extremely complex profession, although many people reduce it to “sitting and chatting with students”, which, of course, is an easy task to do. Ms Angela Winstanley, our instructor, summed the most important, complex and difficult requests of our line of work when she used the quote: *‘A good trainer (teacher) should be reading groups like a sailor reading the sea - looking for currents, undercurrents, rocky places, and sandbanks – a trainer is looking for body posture, eye contact/movement, responses, and reacting accordingly.’*

It is important to note that, during the teaching process teachers perform and change their roles. Each of them calls for a different approach, forms and methods of work. There are four main roles that a teacher can have:

- a mentor (over a longer time period, when students are to learn something they will need in the future, for their entire life);
- a coach (over a shorter time period, when a student is to learn a particular skill);
- a trainer (the focus is on the content that should be acquired, but students are familiar with and prepared for the topic), and
- a facilitator (organizes students into groups, encourages cooperative forms of learning and exchange of ideas).

It is important for teachers to be aware of the role they have at a particular moment and which approach and form of work it requires.

As has already been pointed out, the complexity of the teaching skills every teacher needs to acquire is striking, which is corroborated by the following list containing only some of them. First of all, **organizing group work in the classroom**, which seems very easy at first glance, required meticulous planning and teachers’ awareness of students’ individual differences. Some students enjoy group work, while others do not. They all bring their own worries, anxiety, insecurities and expectations. Sometimes social relationships between students who are supposed to work together in a group are not good and teachers should bear that in mind in order to ensure efficient work. Sometimes their attitude towards the topic hinders their participation in activities. Also, SMART (specific, measurable, achievable, relevant and time-bound) objectives should be set in order to build students’ self-confidence in task achievement. To ensure a positive learning environment for all students, some preconditions should be met: cooperation and joint accountability of the team members, individual responsibility, interaction and group cohesion.

Another precondition for efficient cooperative learning is **active listening**. It means that one should focus on the collocutor, look at him/her, provide verbal and nonverbal feedback, check if they have understood the speaker correctly and not interrupt him /her until they have finished speaking. Tasks can be used which demonstrate to students how a person feels when a collocutor does not pay attention to them while they speak about something of great interest to them. Active listening is a skill that teachers should possess themselves, but also constantly encourage and develop in students. Students always have questions, so **time** should be set **for asking questions and answering them**. If the teacher cannot provide an answer, he/she should admit it openly and get back to students with the relevant answer as soon as possible.

Teachers should also recognize their students’ **various learning styles** (auditory, visual, kinaesthetic, but also tactile, logical, verbal, interpersonal), and prepare and vary materials accordingly. Also, knowledge of the basic principles of **neurolinguistic programming** can help teachers pay attention to students’ eye movements while teaching so that they can grasp in which way they learn. If a student looks upward, right or left, it indicates that he/she is visualizing information, so the teacher should use more visual materials (graphs, pictures, maps, etc.) to reinforce the learning process. This also implies that teachers can **use various teaching aids**, both modern and standard ones: video materials, presentations (PowerPoint, Prezi, Pecha Kucha), flipcharts, Post-Its, Web 2.0 tools, etc. They should be flexible, adaptable and always have a backup plan in case some of the aids are not working properly or are simply not available at a particular moment. Conducting a **dynamic teaching process** is of utmost importance. Using diverse teaching methods, aids and types of work while exchanging them constantly will prevent students from drifting away from the class and help them stay

focused. Varying **task types and activities** (recreational, insight, developmental, icebreakers, energizers) will not only keep students focused, but also develop their creativity.

Furthermore, to ensure **successful communication with students**, teachers should be familiar with the basics of **transactional analysis**. This is a psychoanalytic theory and method of therapy wherein social transactions are analysed to determine the ego state of the person (whether parent-like, child-like, or adult-like). To simplify, for teachers it means that determining the ego state of students will help them adjust communication in such way so that both a student and the teacher keep their ego state at the same level.

Public speaking is another skill equally important for teachers and students. Speakers should focus on the message they want to convey and be aware of their body language. Avoiding (repetitive) gestures, using proper facial expression, dropping the tone, softening the voice and using the space efficiently are good guidelines for successful public speaking.

On top of all this, we should also point out that in practically any class we teach there are **“difficult” students** and novice teachers must be able to deal with them in order to prevent them from distracting other students. We all probably already have in mind these “difficult” students: they constantly talk or do not talk at all; chat with other students; digress; use mobile phones; think they know everything; are constantly late; are insensitive to other students’ needs. Therefore, it is not surprising that **conflicts arise**, usually in situations when people feel threatened, disagree with someone’s opinion and do not accept other people’s point of view. Feelings of resentment can last and build up, and eventually escalate into a conflict. The teacher should know how to set roles for students, which would at the same time determine their behaviour, prevent or **resolve conflicts** and transform it into cooperation.

As has been mentioned, this is just a short list of numerous “tools” novice teachers should be equipped with before entering the classroom. Being aware of them creates a good platform which they can build on in the teaching years to come.



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Ekonomsko-birotehička škola Slavonski Brod / Secondary School of Economics Slavonski Brod

When I grow up, I will be an entrepreneur

If only some of the students taught today would give such an answer to the question “*What will you be(come) when you grow up?*”

If it were to be so, a lot of things would have to change in the Croatian educational system. *Cultivating Entrepreneurial Mindset in Education*, a structured course in London, offers some practical solutions. In order to accomplish this, schools would have to empower their staff’s capacities in the sector of entrepreneurship. In this way, teachers and other professional staff would acquire new knowledge and (teaching) practices in order to help students practice entrepreneurial thinking and develop entrepreneurial skills through cross-curricular teaching and learning.



Who has what it takes to be an entrepreneur

There are many myths about entrepreneurs (as listed in David Rye’s book *How to Start and Operate a Business*). Some of these are that: entrepreneurs are high-risk takers and job hoppers, they are born, not made, they have limited dedication, they give little attention to their personal life and are mainly motivated to get rich, they are ruthless or deceptive high-tech wizards, they are loners and introverts who finance their business with venture capital... There are a lot of myths out there but in reality, nobody has to match the stereotype, anybody can be a successful entrepreneur.

The concept and types of entrepreneurship

One of the main goals of the structured course in London was to understand the concept and the different types of entrepreneurship. Entrepreneurship could be defined as an individual’s ability to turn ideas into an action or product. It includes certain attitudes (self-confidence and a sense of initiative), skills (creativity, innovation, risk-taking, the ability to plan and manage resources and projects in order to achieve objectives), knowledge (financial literacy, knowing how to assess opportunities and career options) and teamwork.

The concept of entrepreneurship goes back to the 18th century when Jean-Baptiste Say, a French textile manufacturer and economist, wrote that *the human contribution to economic growth came in three types: scientists, workers and entrepreneurs*. Going back from the past – the hunting, pastoral, agricultural and handicraft stages of entrepreneurship, to the present – industrial (and digital) stage, it is clear that entrepreneurs have always been important. In the current economic climate of high (youth) unemployment, the European Union and national governments are trying to find ways to strengthen entrepreneurship skills (of the youth) as a means of creating wealth and employment.

The European Commission works with EU countries to strengthen *key competencies for lifelong learning*. A sense of initiative and entrepreneurship is one of the eight key competencies and, just as with all the others (communicating in both the mother tongue and a foreign language, mathematical, scientific and technological competence, digital competence, learning to learn, social and civic competences and cultural awareness and expression), it CAN be taught and learnt.

Depending upon the level of one’s willingness to create innovative products, there can be several types of entrepreneurs: **eco-entrepreneurs** show environmental concern and construct real organisations to fix certain problems; **innovative entrepreneurs** are business leaders who have newer, better and more economical ideas about running a business



organisation; **inclusive entrepreneurs** try to provide equal entrepreneurial opportunities for all (European) citizens; **social entrepreneurs** try to transform various fields (education, health, human and workers' rights) through certain social innovations; **digital/ ICT entrepreneurs** use technology to promote novelty and innovation in businesses.

Entrepreneurship – a process and a method

Another very important goal of the structured course in London was to comprehend the difference between entrepreneurship as a process in comparison to that as a method. Entrepreneurship as a process is linear (with certain steps to complete), predictive and competitive; the focus is on planning and an expected return (from the discovery stage to harvesting). On the contrary, entrepreneurship as a method is iterative (with certain phases of learning that include a lot of repeating), creative and collaborative; where the focus is on action and investment for learning. Clearly, the first belongs to the business sector and educators should focus on the second – teachers should use innovative thinking tools and teach and encourage students to *relax, fish, test, negotiate, listen, synergize, search, cut, catch, build, differentiate, earn, spend, manage, adjust, ensure...*

Five practices of entrepreneurship education

There are five practices of entrepreneurship education – the practice of empathy, play, creation, experimentation and reflection – and it is very important to understand and learn how to teach these in the classroom.

Empathy is the ability to put oneself *in another person's shoes*, being able to understand/ *experience* another person's feelings, going beyond sympathy (which is caring for the suffering of others). Many (serious) issues – like bullying, treating people unkindly, differences in race, religion etc. – can be tackled by making students work together, discuss, analyse and find solutions for real-life situations and problems, that is teaching empathy. A lot can be learned by applying **games** in the classroom. One particular game (*Let's Perform*) teaches empathy: every student thinks of a task for another student to perform; when the time comes for the students to perform, everyone has to do what s(he) wanted someone else to do; very often a *mean* task teaches one a lot about oneself and the others.

Entrepreneurs should be creative, that is use imagination and original ideas to create something (innovative). Educators should boost **creativity** in the classroom by adapting the rules and activities to suit the situation, allowing the entrepreneurial mind to roam freely, encouraging students to trust their instincts, not fear mistakes, dare to be different and think *outside the box*. **Experimentation** is a procedure carried out to verify, validate or refute a hypothesis. If teachers are to encourage entrepreneurial thinking, no ready-made solutions should be given nor should any non-validated *facts* be accepted. A useful tip is to use games and realia in the class (not just board-oriented sitting position games, lists or



pictures) and encourage critical thinking and experimentation (e.g. by debating ways to solve problems and create an excursion budget or strategizing within a team to win a game). There are some types of learning commonly, but not exclusively, associated with entrepreneurship education: project-based learning, experiential learning, field work (activities outside the classroom linking students to their local communities and businesses) etc.

The fifth practice – **reflection** – a meaning-making process that moves a learner from one experience to the next, more complex and emotionally deeper, is fundamental to learning because it makes sense of experiences, adds context and gives continuity to learning. There should be enough time for this practice, very often neglected in the class. Students find most of the reflective activities (such as reflective writing exercises, letters to successors, conducting experiments/surveys, mind maps, personal goal statements, in-class/ online discussions, individual journaling private chats etc.) quite enjoyable.

No man is an island

When it comes to entrepreneurial thinking, there is another important issue – learning the difference between a group (which is just *a bunch of people*) and a team (that is a group with the same goal) plus understanding the importance of team roles. *No man is an island*, meaning no person can work alone and call oneself an entrepreneur. There is no such thing as the perfect worker, meaning no person can do everything right and have all the qualities needed to conduct a project (successfully).

According to the Belbin test, there are nine types of people/ personalities who would, all together, make the perfect team. Three thinking-oriented people (Plant, Specialist, Monitor Evaluator) would be in charge of developing a project idea; three people-oriented people (Co-ordinator, Team-worker, Shaper) would be in charge of managing relationships within the team; and finally three action-oriented people (Resource Investigator, Implementer, Completer/ Finisher) would maximally contribute to optimising concrete project activities. It is important to bear in mind that all personalities have their strengths and allowable weaknesses, which means that everyone can learn from each other and work on improving oneself as a person/ worker.

It is important to apply both theory and practice in teaching entrepreneurship in order to motivate and develop future entrepreneurs, the ones who will not be afraid to ask questions, ask for help, lead others, and learn from one's mistakes. These are the ones who will be good at public speaking, will want to make and know how to earn and save money, the ones who will be creative, will see solutions and will never give up. Maybe today's *kids* who detect and solve a problem in their school or neighbourhood are the ones who'll surprise their teachers with a sudden shift from *Why do I have to do this?* to *This rocks!* Or maybe they will surprise their parents with a creative plan for their future saying: *When I grow up, I'll be an entrepreneur.*

The First HUPE Conference – First Prize Winner!

I really was the luckiest SOL raffle participant during the 26th Annual HUPE Conference in Poreč and I won the 12-day long teacher training course in Barnstaple, North Devon. I was not sure what to expect and I was a bit anxious about it. The programme said: "ELT through sights, sounds and stories: a real taste of Devon" with Mark Andrews and Fiona Mauchline, at SOL, Barnstaple, Devon; August 5th-16th 2018. Then I phoned Lana and she said: "Just go! You will love it and enjoy it!"

And she was right!

After a long and exhausting flight, I was met by Mark, Fiona and Grenville at Heathrow's Terminal 4 alongside with 38 other teachers from 15 European countries. I was the only Croatian teacher which turned out really well because Croatian was not an option. On our way to Barnstaple, we stopped and explored a wonderful Salisbury cathedral. I met my host, Linda, at the bus stop in Barnstaple at the same time as I met my two other roomies - Maria from Bulgaria and Enes from Bosnia. Great host and great roomies! We got on very well and soon started to feel at home. Linda is a pre-school teacher and she took really good care of us. She is a nice, loving and caring person. She was trying to prepare various meals for us, she took us everywhere, she told us stories, and she even helped us with our homework! I think we all felt at home. It's amazing how much you learn each day spent in an English family – expressions, words, culture, customs, food...literally everything.

On the first day of our course, we met our course-mates and I was trying really hard to remember 38 teachers' names and the countries they come from. Later we formed several groups and ended up in a Barnstaple Coffee Shop! Not bad. We talked to the staff, learnt what's the difference between Flat White and Chai Latte, tried to get to know each other better, explored Barnstaple on our own, talked to the locals and found out what "samphire" is. In the afternoon the coach took us to Woolacombe and Ilfracombe to explore and learn about beach life and art. And Verity is a piece of art indeed! Our host Linda picked us up at 6 pm, fed us and took us to see Instow Beach and take a long refreshing evening stroll. Such a wonderful and fulfilling day!



Teaching and learning outside the classroom is the main goal of this course and a fantastic experience. We were exploring and learning each day of the course – we were literally inhaling England! I developed my language skills and cultural awareness from my host Linda, interaction with the local people, our teacher trainers and other teachers. Each day was a new adventure.

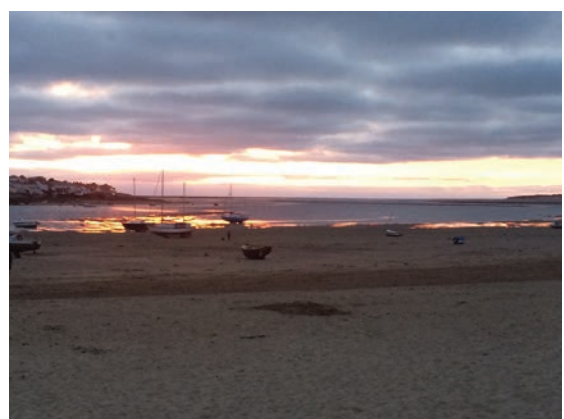
We admired the Atlantic Ocean and walked down sandy beaches, we enjoyed the breathtaking views of Croyde Bay and witnessed the importance of tides to the British people. We visited Woolacombe, Ilfracombe, Croyde Bay, Bideford, Instow, Appledore, Westward Ho! (yes, with an "l"), Clovelly, Lynton and Lynmouth, Braunton, Arlington Court and Exeter! Sharing our food, drinks and stories at St. Anne's Chapel was really great - 38 teachers presented their countries, national food and drinks and some of them had interesting stories to tell. The local people and their stories played an important role and we were encouraged to interview them and record the conversations if possible. It was quite awkward at first but later it became our daily routine! I talked to shop owners, bartenders, a surf instructor, museum staff, the Barnstaple mayor, soldiers, bus drivers, a fireman, Hocking's ice cream inventor, ex-teachers, volunteers at the Arlington Court and the Heritage Centre, students, people on streets...

I've learnt a great deal about British charity organizations (RNLI) and how successful and important their work is. Many people volunteer and raise money for different purposes and they are not sponsored by the government. British people really love and cherish their country and their history. At the end of the course, we even did a group project and presented it on the last day of the course.

It was not always easy managing a group of 38 teachers with different needs, wishes and expectations, but our teacher trainers – Mark and Fiona, did their best. They were patient, supporting, optimistic and energizing. They taught us how to use all our senses, both in learning and teaching; they told many interesting stories and taught us how to find one. They are both very inspiring teachers and teacher trainers. Mark even sang a Christmas carol in the middle of August! I would like to thank the whole SOL team and Grenville Yeo, the executive director, for all the help and support given. A colleague of mine told me that the SOL experience changed her life – both personal and professional, and I just have to agree. I felt at home, my language skills improved, I met wonderful people from 15 European countries, explored England, got useful ideas which improved my teaching methods and filled my head with mental souvenirs.

Thank you SOL and thank you HUPE!
I'LL BE BACK! ☺

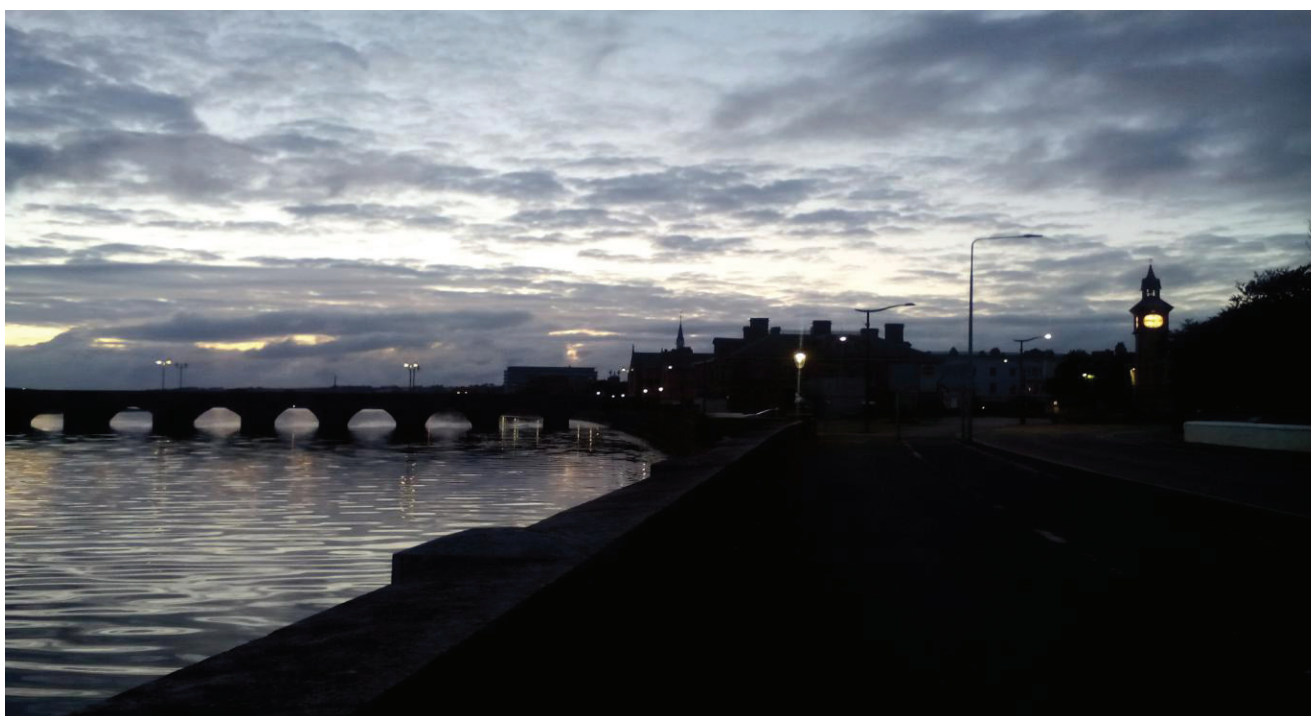
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A Breathtaking Teacher Training Course Won in a Raffle

Well, they say that nothing is a coincidence, but for my part, I try not to bother myself too much– come what may. Somehow this is how I got to Poreč for my first HUPE conference in April 2018. I had no idea that in the end, I would be the lucky one who would get the raffle prize: a 10-day-observational teacher course in Devon, UK.

SOL (Sharing One Language) is a non-profit organization that has been running educational travelling for over 30 years. It has three centres in Devon. Barnstaple and Bideford are situated in North Devon just a few kilometres from the Atlantic Ocean. The third centre is in Tiverton in mid-Devon. Children go to SOL camps mainly from Eastern and Central Europe to explore the beautiful countryside and improve their English. SOL is not a typical language school because the primary focuses of the programme are the visits and the time spent with the host families. Besides the courses for children and teenagers, SOL offers teacher training programmes where teachers can meet each other from different parts of Europe sharing their experience and improving their teaching skills.



The River Taw in Barnstaple. One of the SOL centres is situated across the bridge.

A new form of training programme that SOL introduced this summer is the **Observational Teacher Course**. In this training, teachers can accompany a learning group spending half of the day observing the lessons and discuss pedagogical practices with native-speaker teachers. In the other half of the day, the participants join the learning group and explore the beauty of Devon.

I came to Barnstaple at the end of July as the first candidate who took part in this new teacher course. I met a group of Romanian children and their teachers from Cluj-Napoca at London-Luton, then we took a coach together and our journey began! I stayed at a family with two other teachers from Romania. Our hosts were former teachers who made sure that we didn't leave without trying traditional British dishes. I always thought that food in England was awful....well, after my stay in Barnstaple this belief was completely demolished.

All the morning lessons I observed were connected to our afternoon trips. During these sessions, the children had a chance to learn about the history and culture of the region. Among the various topics, pupils learned about charity organizations in the UK, got an insight into the work of RNLi (Royal National Lifeboat Institution) and explored the history of SS Great Britain. The primary focus of the course was speaking practice and vocabulary skills. During each lesson, I had a teacher observation sheet that was previously prepared by the assistant director of SOL who is also one of the teachers at SOL. After the lessons, I joined the teaching team and discussed how different skills were demonstrated in the classroom.

During the summer camp, our group visited lots of attractive places, such as Ilfracombe where I saw the ocean for the first time in my life. This place is also known for the contemporary British sculpture, *Verity*, created by Damien Hirst, which stands on the pier at the entrance to the harbour. We also visited Woolacombe where we could stretch our legs along the seashore and watch people surfing in the water which was 18 degrees (!). Our tour guide couldn't understand why we didn't take this opportunity to have a day off at the beach and enjoy the lukewarm water with the kids. By the way, it was raining.



However, the most breathtaking place for me was the Exmoor National Park which is famous for its pure cliffs, the wonderful panoramic view and the rare wild ponies. Unfortunately, we couldn't see these ponies but we took a short hiking trip on the cliffs where we could see South Wales. Later, our group travelled by one of the first water-powered funiculars which was built in 1890 to connect the twin towns Lynton and Lynmouth.





Of course, a real visit to Devon couldn't end without a trip to the English Riviera. If there was a French Riviera, there should be one in England as well, right? Our group visited Torquay, the place where Agatha Christie was born and took the Agatha Christie Mile which follows the path of some crime scenes found in her novels.

The English Riviera Wheel was used for the first time during the London Olympic Games in 2012. Later it was transferred to Torquay.

The Princess Gardens was featured in *The ABC Murders*. Across the garden, there is the Pavilion where Agatha was proposed to by Archie Christie.



Finally, our 10-day-course ended with a project in which the children had to form groups and create a survey on different topics and interview people in Barnstaple. Then, all the groups had a presentation on the results of their survey. It was nice to see how the kids become more confident in their English. They also learned a lot about British culture and made new friends.

At the end of our stay, it was hard to say goodbye to the host families and colleagues. We wish we could have stayed longer. However, we all came back with lots of new ideas for our lessons and schools. We also understood what it was like living in Devon and we all wish to take our pupils to this beautiful place one day.



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A FIELD TRIP IDEA: ANYTIME, ANYWHERE ZAGREB – A CITY WORTH VISITING

In these times, as reformed education is taking its first steps, all high school curriculums are trying to implement into their lessons what the English curriculum has exercised for years. In our school, there has been a revival of field trips and outside-of-classroom activities. We have accordingly tried to adjust the lesson schedule to various field trips and excursions.

On Friday, October 12, 2018, all the sophomore students went on a two-day trip to Pag as part of their STEM field education; all except the class 2.j (a class in the linguistic department) which was unfortunately left out. So my idea was to organize a one-day field trip for these students too, on the same day.

Our out-of-the-classroom learning was to encompass the lessons they had that day: English language, German language, and History. It coincided with the current English curriculum topic and its outcomes – *Getting away: visit, sightsee and describe a city.*

The students were divided into teams: Red, Green, Blue and Yellow. Each first language team was given Zagreb landmarks to research and prepare beforehand. Each member of the team was trusted with one location in Zagreb, the distribution of which was left to their own agreement within the team. The target language: *old town, historic, amazing view, parliament, lower town, etc.*, and most importantly: the names of Zagreb locations in English – *The Croatian Academy of Arts and Sciences, The Stone Gate, The Old Church Slavonic Institute, etc.*

The second language students were similarly entrusted with the task of researching and preparing a tour for **one location** for one team (there were two). They also had to choose **two topics** and interview passers-by and investigate on site and online about them. They could choose from the following topics: where to eat / where to stay / festivals and events / how to move through the city, practising primarily communication skills.

OUTCOMES: acting as a tourist guide, analysing and choosing data found, recognizing the difficulties in collecting and summarising facts, speaking and filming

ACTIVITIES: independent research online, learning about the capital of Croatia, interaction with passers-by, speaking and listening

RESULT: posing as a tourist guide in **a short film** shot on location

PREPARATION:

Students were given the following instructions and had to prepare at home.

English as 1st foreign language (4 lessons/week)

St. Catherine's Church Lotrščak Tower The City Museum The Stone Gate Team: Yellow	Zagreb's Upper Town and the Church of St. Mark's The Croatian Parliament Zagreb Cathedral and Treasury Manduševac Spring and Ban Jelačić Square Team: Green
Zagreb Botanical Gardens The Museum of Mimara The Croatian National Theatre Ilica Street Team: Blue	Zrinjevac & The Croatian Academy of Arts and Sciences The Art Pavillion The Old Church Slavonic Institute Team: Red

GOAL: Film yourselves on location as tourist guides. For each location, one member of the group is a guide, the rest act as tourists.

Say something about the history and the meaning of the place, its function and what it offers. How is it organized? How many people visit it daily? What can be seen there today/tonight? What are the prices? Include selected historical but

also fun facts and try to motivate tourists to check it out. Your presentation should not exceed 2 minutes.

HOW? Do research online, and on the field trip. Ask on site for the information you need. Use target vocabulary: historic city /capital, situated, founded...; on your right-hand side... monumental/magnificent/superb/luxurious/bustling, etc... old town, upper town, lower town... inhabitants/visitors... departments/exhibition,... available...

SUCCESSFUL: If a thorough and interesting report of the site is filmed, said fluently, and the location is visible in the background. (* Bonus: interviewing a passer-by or a clerk in the institution – in English.)

English as 2nd foreign language (3 lessons/week)

GROUP I

THEMES

I. Where to eat in Zagreb?

GOAL: Find different places to eat – pizza, vegetarian, healthy food, marketplace, fast food, fancy restaurants, bbq.. See what is offered on an ordinary day. What is cheap, what is expensive, what is the best value for your money? Recommend two different choices.

HOW? Ask a few people, research on the field trip, go online - Trip Advisor, etc.

SUCCESSFUL: If a few methods of finding information (asking people in the street/ restaurants / going into a Tourist info office) are filmed, and a few useful tips are given (in the film).

II. Where to stay in Zagreb?

GOAL: Find different places to stay in Zagreb – hotels, hostels, .. See what is offered for that day and what the prices are. Recommend two different choices, depending on the budget.

HOW? Ask a few people, research on the field trip, go online - Trip Advisor, etc.

SUCCESSFUL: If a few methods of finding information (asking people in a hotel/ hostel / going into a Tourist info office) are filmed, and a few useful tips are given (in the film).

LOCATION

MARKETPLACE DOLAC

GOAL: Film yourselves on location. Say something about the history of the place, and its function today. How is it organized? How many people visit it daily? What can be bought there? Are the prices reasonable? Is there anything interesting about the location (e.g. the flat in which Marija Jurić Zagorka lived...)?

HOW? Ask a few people, do research on the field trip, go online for useful information.

SUCCESSFUL: If a few methods of finding information (talking to people, trying to buy something) are filmed, and useful information is reported in the film with the location in the background.

GROUP II

THEMES

I. Transportation in Zagreb

GOAL Find different ways to move through the city – trams, buses, taxis, on foot.. See what's best for a one-day visit. What is cheap, what is expensive, what is best if you want to see the most in a very short time? Recommend two different choices.

HOW? Ask a few people, research on the field trip, go online - Trip Advisor, etc.

SUCCESSFUL: If a few methods of finding information (asking people in the street/ restaurants / going into a Tourist info office) are filmed, and a few useful tips are given (in the film).

II. Festivals and events in Zagreb (throughout the year)

GOAL: Find different annual events in Zagreb – festivals - street art, music, literature ... Find one or two events happening this week (doesn't have to be a festival) and what are the prices. Recommend an event to see.

HOW? Ask a few people, research on the field trip, go online - Trip Advisor, etc.

SUCCESSFUL: If a few methods of finding information (asking people in a hotel/ hostel / going into a Tourist info office) are filmed, and a few useful tips are given (in the film).

LOCATION

the central (railway) station

GOAL: Film yourselves on location. Say something about the history of the place, and its function today. How are the facilities organized? How many people visit it daily? How many railway lines are there on an ordinary day? Who works there? Which trains are just arriving, which are just leaving? – arrivals/ departure board.. Is there any interesting fact about the location?

HOW? Ask at the help desk, do research on the field trip, look around, go online for useful information.

SUCCESSFUL: If a few methods of finding information (talking to people) are filmed, and a useful information is reported in the film with the location in the background.

ROLE OF THE TEACHER: monitoring and moderating the preparation stage

FEEDBACK

Feedback was elicited through feedback cards which included these questions:

Did you like the assignment?

How did you feel during the preparation and distribution of the assignments within the team?

What problems did you come across? How did you overcome them?

Did you have any difficulties in the field - shooting on location, speaking to people, finding useful information, or something else?

How satisfied are you with the result – your film? How do you assess your efforts on the task?

What did you learn in the process?

SUMMARY OF STUDENTS' FEEDBACK CARDS

Students mostly enjoyed the independence they felt doing this task. It boosted their self-confidence in using English and finding information on the Internet. Some of them found the task quite demanding and lacked the time for a quality preparation. Most students enjoyed learning more about Zagreb, and the majority are happy about the distribution of responsibilities within the team. They became more aware of how little passers-by knew about the prices of where to eat and stay in Zagreb. A few students stressed that they lacked a model of what was expected of them.

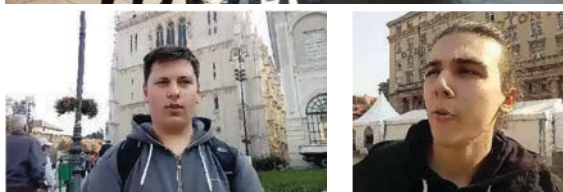
WHAT THE TEACHER LEARNED (FUTURE PRACTICE REFERENCE):

The preparation for this kind of task (searching for information online, choosing which ones to use, working out the final description of the sight) requires more time. Students should be allowed a week for this stage, which gives them time to ask for any help and clarification.

Students really enjoy getting out of the classroom and using their language skills in real-life situations. More of this should be included in the curriculum, and with English, it can be done anytime and anywhere.

Sanja Ždralović

Gimnazija AGM, Zabok



TEENS FROM SPLIT JOIN THEIR DOVER COUNTERPARTS TO STAGE MUSICAL THEATRE HITS / PRVA GIMNAZIJA, SPLIT & ASTOR COLLEGE, DOVER A LONG-LASTING SCHOOL LINK RESULTS IN MUSIC TO EVERYONE'S EARS

The cooperation between I. gimnazija - Split and Astor College from Dover started 25 years ago and has resulted in the production of 9 musicals and 15 photography exhibitions.

It all began in 1992 when war-torn Croatia was desperately trying to make bonds with Western European countries. Split and Dover had become twin towns in 1956, and that fact gave the authorities of Split a chance to use the friendship and discuss further opportunities for knowledge exchanges between the towns, especially in tourism and culture, which eventually led to the connection of the two schools.

The first musical was *Oliver!* in 1994, followed by *My Fair Lady* in 2000. *Joseph and the Amazing Technicolour Dreamcoat* was put on stage twice, in autumn of 2002 and in spring of 2003. Three following productions were *South Pacific* (2004), *Fiddler on the Roof* (2006) and *Godspell* (2008). Due to the global financial crisis of that time, which affected both countries and both schools, the productions had to be stopped for a while. It then continued in 2016 with *Little Shop of Horrors* and the latest *Our House*, performed several weeks ago. All of the musicals took place on the stage of the Croatian National Theatre in Split with usually four or five sold-out performances. The brain and the strength behind these musicals on the Croatian side of the partnership is our English teacher Olga Granić, the assistant director in all of our school's joint musical productions so far. Without her talent, inspiration, vision, persistence and stamina all of this would never be even thinkable, let alone possible to achieve. She works closely with other members of the team such as the chorus leader, vocal coach, choreographer, dance coach and of course the director.





The work on each musical starts about ten months before the premiere with auditions at our school attended by more than two hundred students. Depending on the results, the leading roles are then divided between Croatian and English students, while the choir is mostly composed of Croatian students. Some of those who come to the auditions also go to music schools and are already aware of their capabilities, some come out of curiosity and are surprised when they find out they can sing and act, while all the boys in the school simply have to come because they are made to by Olga Granic and her team.

After nine months of emails, Google Classroom posts and separate rehearsals in Split and Dover, English students and teachers come to Split to join our children and start intense joint rehearsals, only two weeks before the opening night. You can imagine the excitement, energy and enthusiasm with which these talented teens from the two schools commit themselves to the performances once they finally meet in person.

Our students are more than proud to be given the opportunity to sing and act on the stage of the Croatian National Theatre in Split. They become aware of their talents in singing, acting, dancing, creating costumes, designing choreography and scenography - yes, THEY can do it all, with a little support and guidance from their expert teachers. As a result, some of them later decided to pursue a career in acting and singing.

Additionally, the students also benefit from socialising and forging friendships with the English students they perform with or/and host in their homes for those two weeks and then become their guests in Dover. Some of them become friends for life.

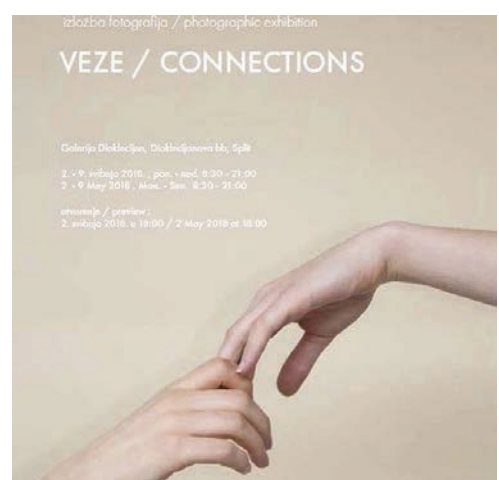
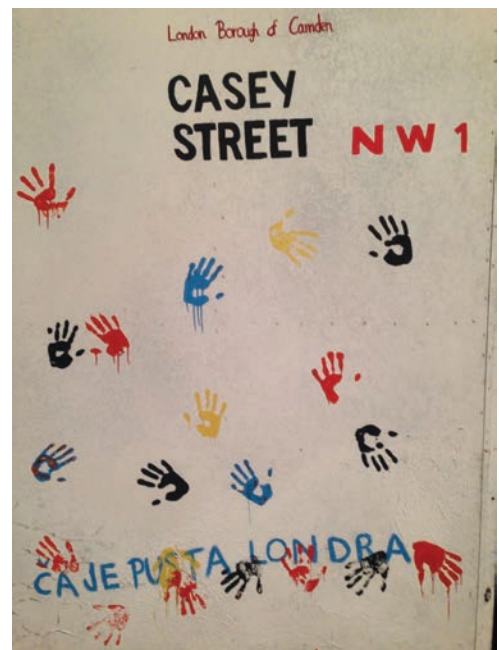
Apart from the musicals, our two schools prepare a photography exhibition every year in spring, just days before the celebration of St. Jude, the Patron Saint of Split, on 7 May. The exhibition takes place in the Split City Museum.

But back to the musicals. As we are celebrating the 25th anniversary of staging joint musical productions this year, we decided to add an extra Croatian-only performance of the musical *Our House*. The lead roles were played by six of our former students who had taken part in previous musicals, by our present students and by a dozen of our teachers and staff members – deservedly nicknamed the Magnificent Twelve. Being one of them, I can tell you what stage fright is like. And I must tell you it ended with a standing ovation!

As Alastair Humphreys said, "Love what you do and do it well!"

Sanja Utrobičić

English teacher at I. gimnazija - Split



Upcoming events

40th TESOL Greece Annual International Convention,

2-3 March 2019

tesolgreece.org/?tribe_events=302

TESOL-SPAIN 42 nd Annual National Convention

8-10 March, 2019 Palacio de Exposiciones y Congresos Ciudad de Oviedo, Oviedo

www.tesol-spain.org/en/pages/1/convention-2019.html

26th International IATEFL Slovenia conference,

Terme Topolšica

7 - 10 March 2019

iatefl2.splet.arnes.si/next-conference/

53rd International IATEFL Conference

Pre-Conference Events: 1 April 2019

Conference: 2 - 5 April 2019

Exhibition: 2 - 4 April 2019 (plus Exhibition Preview 1 April)

All at the ACC and Jurys Inn Hotel in Liverpool, United Kingdom

<https://conference.iatefl.org/>