

Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English



inspire
& be inspired

HUPEZINE

HUPE Newsletter No. 3 • December 2014

*Merry
Christmas &
Happy
New Year*

HUPE - Hrvatsko udruženje profesora engleskog jezika
HUPE - Croatian Association of Teachers of English

HUPE 23rd Annual Conference

Solaris Beach Resort, Šibenik
24-26 April 2015



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& be inspired



EDITOR'S NOTE

Dear HUPEzine readers,

You are reading the third issue of HUPEzine magazine. I hope it finds you well and happy, while you are waiting for the winter holidays to come. This issue will present some new and exciting ways to use your English lessons for getting students to participate more. HUPEzine is intended to be important for both, personal and professional development of English teachers in Croatia and abroad. So, if you have any ELT articles which you would like to publish, let us know. We are here for you!

Be sure not to forget our own Annual Conference in beautiful Šibenik, which has been announced here, as well. Check our website regularly for any further information you might need. The Board hopes to see you all there. All the forms are available online.

The address for you is hupe.newsletter@gmail.com
Stay well, teach well. As always.

Yours,
Lidija

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 2015.

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



23rd Annual HUPE Conference

Dear colleagues, partners and all HUPE friends,

we are happy to announce that our 23rd Annual HUPE Conference will take place at Solaris Beach Resort near Šibenik, 24 - 26 April 2015. As always, we plan to offer you many opportunities for both professional and personal development. We are preparing a rich programme consisting of plenary sessions and numerous workshops for you to choose from. Finally, let's not forget about our social events - a fun way to round off a day.



Plenary speakers are: Evelina Miščin, Deborah Healey, Philip Warwick and Gwendydd Caudwell.

Your speaker proposal forms, if you are interested in taking part in such way, should be submitted by January 31, 2015. The registration form is available at www.hupe.hr BUT for all the English teachers in Croatia it is necessary to submit your registration at www.ettaedu.eu as the HUPE Conference 2015 is listed in the Agency's Catalogue of professional development.

All the other necessary information is available at www.hupe.hr so keep yourselves updated! Hope to see you in Šibenik!

Your HUPE Executive Committee



Dear HUPE members,

We are very proud to announce that this year HUPE is a sponsor for the TESOL EVO session ICT4ELT.

ICT4ELT is one of the sessions of the TESOL EVO professional development project which includes a series of free online professional development sessions for teachers that run for five weeks, starting on January 12.

This session has been running for 12 years (previously known as "Becoming a Webhead") and is aimed at teachers and teacher trainers (or people involved in teaching in general) who are interested in improving their online skills.

It is intended for "almost" beginners who want to experiment with new or unfamiliar tools useful for their teaching context and professional development in an encouraging friendly environment.

Participants will be encouraged to use various platforms. Here is just a very brief sample of the tools we use: Google communities, Edmodo and Wikis. They will also learn how to use images and other online communicative learning activities to spice up their teaching. We also use communication activities such as Skype, Google hangouts and Big Marker virtual classrooms for mini-meetings and Twitter for sharing information during the course.

This is only a brief outline of some of the tools used and in all cases participants gain hands on experience by actually using the tools and interacting with other participants and moderators - whilst thinking and exchanging about how they can use these new skills and tools in their particular teaching context.

We will also have some live sessions with volunteer "experts" online to answer participant questions.

We very much hope that at the end of the session participants feel more confident about using online tools with their pupils or for their personal and professional development.

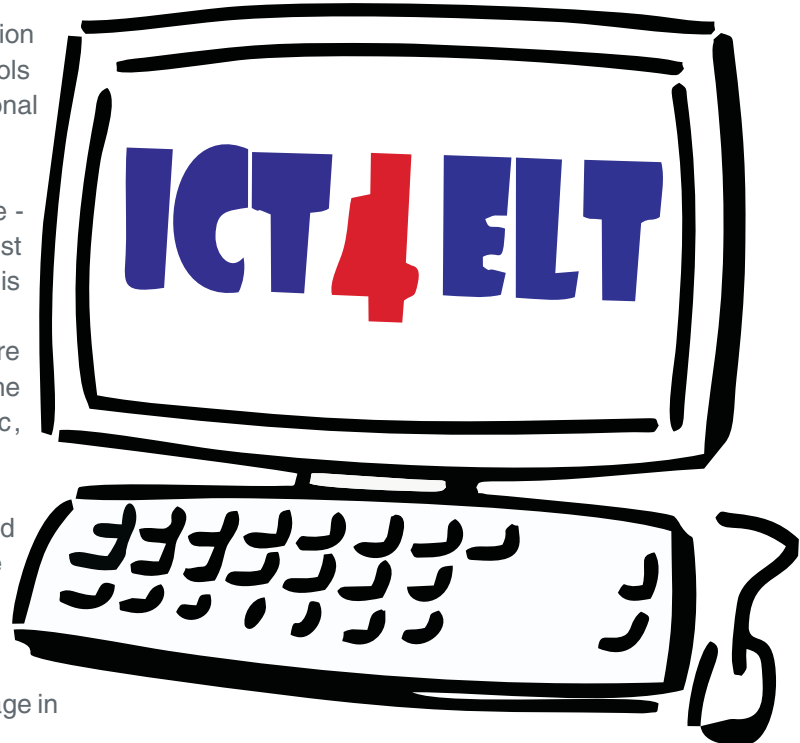
Our session attracts teachers from all over the globe - often from challenging teaching situations, which is just one of the reasons we are very proud to offer this course every year.

Our moderation team reflects this diversity, as we are all former participants living and working across the globe (Argentina, Brazil, Czech Republic, Croatia, Egypt, France and Morocco).

The ICT4ELT moderation team thanks HUPE and invites all HUPE members to join our session for five weeks of learning and sharing about the use of technology in the classroom. The registration starts on January 5. HUPE will announce the call for participation on HUPE webpage, HUPE Facebook page in HUPE tweets

We hope to see a lot of HUPE members in this year's edition of ICT4ELT.

Sanja Božinović
(for the ICT4ELT moderator team)





TESOL 2015
International Convention
& English Language Expo
25-28 MARCH 2015 - TORONTO, CANADA



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You'll Never Learn Alone Online

Teachers are life-long learners who never want to stop learning, even if it is not always easy in some teaching and life situations. If you live in a small country far from where the newest ideas spark and teach in a state school with limited financial resources for teachers' professional development, here are a few tips and tricks to stay up-to-date that I have learned in 24 years of my teaching career.

Information and Communication Technology (ICT) has proved to be of great help. The most efficient and fulfilling paths include:

1. Use of social networks to create an online presence and get in touch with individual colleagues, communities of practice, organizations;
2. Attending events virtually, taking part in webinars, web conferences, hang-outs and chats with teachers around the world;
3. Participating in online courses for professional development;
4. Creating one's own PLN and PLE to learn with colleagues and share one's examples of good practice.

Teachers are still reluctant to use Facebook for professional development and associate it with sharing private information and getting in touch with friends and family rather than a way of contacting other teachers and teachers' organizations worldwide. Some even refuse to have a profile on the site.

In my opinion, Facebook offers a great opportunity to get in touch with colleagues, get to know important people in ELT world, learn what international teachers' organizations offer for their members. When you join educational groups, you can learn about educational events and attend them, find about the latest publications, read and discuss them online. Some teachers prefer Twitter where you can follow individuals or organizations, search for an educational hashtag to gather information or take part in a chat with a group of colleagues about the newest ideas, issues and events in ELT world. The limited number of characters used in a tweet does not limit the number of ways teachers can use the tool for their professional growth.

Both Facebook and Twitter offer teachers an opportunity to share not only the opinions and teaching ideas but also some examples of their own lessons or the links to blogs discussing relevant topics, to conduct research and get results very quickly.





TESOL 2015
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Meeting the teaching world online

Following the news that ELT publishers and other organizations in the field of language learning and teaching share, will give the teacher an opportunity to participate for free in various events, to attend webinars and web conferences.

The most important teachers' organizations, e.g. IATEFL, have online editions of their face-to-face conferences. If a teacher cannot afford to travel to attend a conference, there is usually the online edition with all the information, videos, interviews, bloggers who comment.

Participating in online courses for professional development

A lot of educators think that MOOCs (Massive Open Online Courses) offer quantity over quality and can never be compared to face-to-face education. The MOOCs I have recently attended prove them wrong. Perhaps the reason is in a high level of motivation and dedication to learning and sharing in various courses offered by Coursera, CarNET, FutureLearn, iTDi...

For teachers who think they would prefer learning in smaller groups, there are self-access and moderated courses offered by British Council and other organizations. Some are free, some are paid but with options to win a scholarship. They are all accessible and visible to teachers using the Internet for professional development.

My favourite online learning event in a year is TESOL EVO, a number of free five-week sessions that TESOL offers to teachers every January. This year I am co-moderating ICT4ELT, a session for teachers who want to enhance their lessons with the use of technology.

Creating one's own PLN and PLE

The opportunity that technology gives the teachers to attend events from home is not the only advantage. Meeting a colleague at a webinar or a web conference is always an opportunity for a future collaboration the teacher creates one's personal learning network. The interesting point is that meeting online involves real emotions and online collaborations sometimes turn into real friendships.

I have made quite a few new friends online and learned more than in face-to-face courses I have attended during my professional life. The reason I have returned to TESOL EVO for quite a few years and that I have decided to start volunteering as a moderator this year is in the quality of the sessions, the opportunities they give for learning but also in the fact that after the sessions communities are created and teachers keep learning together, supporting one another and creating new opportunities for learning and collaboration in teaching.

Conclusion

The possibilities for professional development are numerous and a lot of opportunities are just a click away. With technology, teachers do not have to learn alone or pay a lot of money for their professional development. They only have to choose wisely what is the most suitable for their teaching situation and their interests and join other teachers worldwide. I hope this article can give other teachers some ideas and useful tips how to find their unique ways of professional development.

Have a FOMO? Got Schwasted with Your Frenemies? Well, YOLO! - New Words in English

INTRODUCTION

The English language is remarkably fast in adapting to the changing world. New words enter English on a daily basis and quickly become a part of everyday vocabulary. New phrases and vocabulary originate from every area of life and describe the latest changes and developments. We strongly believe that it is essential for language teachers to keep up-to-date with the latest trends in a language in order to maintain a high level of their linguistic competence. Moreover, being aware of the new developments in a language will also help them become more familiar with the jargon used by their learners.

This paper presents activities based on a selection of new words and phrases that have entered dictionaries (Cambridge, Macmillan, Merriam-Webster and Oxford) in the last three years and have thus made their way into common usage. We have also included a number of popular phrases (abbreviations, shortened words) used mostly by the younger population in informal situations since such words also quickly become a part of our learners' everyday communication.

NEOLOGISMS

According to the Routledge Dictionary of Language and Linguistics (1996), neologism is a “newly formed linguistic expression (word or phrase) that is recognised by at least part if not all of a language community as the way to denote a new object or state of affairs.” Neologisms usually originate from the field of technology, industry, politics, culture, or science. They are often the result of opening new areas of certain fields so the field of computer science produced a large range of neologisms (Richards et al. 2002).

The term neologism can also refer to familiar words used in a new sense (see activity 4).

DESCRIPTION OF THE ACTIVITIES

The words in the activities are classified according to the type of word formation so the following types will be presented:


- 1) Compounds
- 2) Word blending
- 3) Acronyms
- 4) Shortened forms
- 5) Familiar words with new meanings

The activities are intended for secondary and tertiary levels and are based on the materials that we have designed and are suitable for immediate use in the classroom.

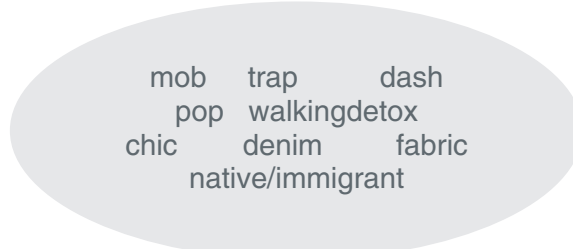
ACTIVITY 1 Compounds

Students are given two sets of words, then they match the words with appropriate pairs and discuss possible meanings.

A



B



KEY: digital native/immigrant, digital detox, trolley dash, text walking, flash mob, smart fabric, double denim, geek chic, debt trap, cake pop

ACTIVITY 2 Word blending

Students are given a list of ten pairs of words, then they combine the words to form new words blends (words produced by combining parts of other words. For example: share + parent = sharent (a parent who regularly uses social media to communicate a lot of detailed information about their child).

	KEY
1 screen + teenager =	screenager
2 phone + tablet =	phablet
3 brother + romance =	bromance
4 Britain / Greece + exit =	Brexit / Grexit
5 sex + texting =	sexting
6 friend + enemy =	frenemy
7 thumb + typo =	thumbbo
8 phone + snubbing =	phubbing
9 Frankenstein + storm =	Frankenstorm
10 flexible + vegetarian =	flexiterian

ACTIVITY 3 Acronyms

Students are given a list of 8 acronyms and their definitions with one word missing. Students complete the missing words and discuss the meaning / usage of the acronyms.

- 1 YOLO you only _____ once
- 2 FOMO - _____ of missing out
- 3 BYOD bring your own _____
- 4 LDR long _____ relationship
- 5 DW darling _____
- 6 OH _____ half
- 7 TBH to _____ honest
- 8 PPC pay per _____

KEY: live, fear, device, distance, wife, other, be, click

ACTIVITY 4 Words with new meanings

The activity presents familiar words which are used in a new sense usually in social media and technology. Students are given a list of 5 words, then they discuss familiar and new meanings of the words. (The definitions are taken from the Oxford Online Dictionary.)

- 1 follow track (a person, group, or organization) by subscribing to their account on a social media website or application
- 2 cougar an older woman seeking a sexual relationship with a younger man
- 3 troll make a deliberately offensive or provocative online posting with the aim of upsetting someone or eliciting an angry response from them
- 4 brick a large and relatively heavy mobile phone, typically an early model with limited functionality
- 5 tweet make a posting on the social media website Twitter

ACTIVITY 5 Shortened forms

Students are given a list of shortened forms, then they work out what the original words are.

- 1 boyf
- 2 bestie / bezzie
- 3 deets
- 4 stressy
- 5 whatevs
- 6 totes
- 7 ridic

KEY: boyfriend, best friend, details, stressful, whatever, totally, ridiculous

CONCLUSION

Due to rapid technological advances, teachers face great pressure to keep up-to-date with developments relevant to their field. Language teachers are expected to maintain a high level of proficiency in the target language and keep abreast of the latest developments. Their task is also to make learners aware of the abundance of new words that enter the English language on a daily basis. It is impossible to keep track of all new words, but we strongly believe that it is essential to occasionally introduce a selection of neologisms into vocabulary teaching. This will provide learners with relevant content and help teachers become more familiar with trends followed by their learners.

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FORTHCOMING EVENTS

8th ELTAM-IATEFL-TESOL International Biannual Conference
October 31 November 2 2015
Skopje, Republic of Macedonia
www.eltam.org.mk

22nd International IATEFL Slovenia Conference 2015
“Adopt, adapt, improve”
5 - 8 March 2015
Terme Topolšica, Slovenia
www.iatefl.si

49th Annual International IATEFL Conference and Exhibition
11 - 14 April 2015
Manchester Central, Manchester, UK
www.iatefl.org