

Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English



inspire
& be inspired

HUPEzine

No. 6 • May 2016



Editor's note

Dear HUPEzine readers,

We are pleased to present another issue of HUPEzine.

In this number we tried to connect research and practice in the field of ELT. No matter what level you teach, the information provided here will help you integrate some new ideas into your lesson plan.

As we are getting closer to the end of another school year, we will start this issue with an article by *Daška Domjan* on how to **say NO to stress**. We hope that you will find lots of useful tips on finishing this school year stress free.

Our partner, *British Council Croatia*, invites you to take part in an online course **Understanding IELTS: Techniques for English Language Tests**.

Lidija Kralj has sent us the third part of her article on **Yammer**. Give it a try with your students and let us know how they like it.

You might be interested in an article by *Marija Huzjak Šaban* on different ways to **use word clouds in the classroom**. Working in mixed ability classrooms is a challenge for every teacher and we often get frustrated because we don't give everything we can to our best students. *Irena Pavlović* shares her experience with the **English Proficiency Centre** in Bjelovar.

In our section **ICT4ELT**, join *Arjana Blažić* in her exploration and presentation of ICT tools. In this issue you can read about **Plickers**, a student response system.

The 24th HUPE conference was a big success and we are already planning the next one, the BIG 25th Annual HUPE Conference. While you are waiting for the latest information about it, read the articles by this year's presenters. *Julia Alivertis* and *Jeffrey Doonan* are interested in "**What'cha Lis'nin 2?**". *Ioanna Ntaidou* wrote about **Gamified Activities for Young Learners** and presents a resource kit for educators with gamified, hands-on, fun ideas and activities to motivate young learners.

We have a new section in this issue. Five students have decided to share the experiences they gathered throughout their two-year-Master's programme in Teaching English as a Foreign Language (TEFL) at the Department of English Language and Literature at the Faculty of Humanities and Social Sciences in Zagreb. Wish them a warm welcome by reading their article **Teaching How to Teach**.

Ivana Čale attended the course **Creative Methodology for Teachers of English as a Foreign Language Course** in London, October 19-23, 2015 and in her article she focuses on Learning Styles, Task-based learning (TBL) and Teaching Unplugged.

Last, but not least, *Asja Zulić* introduces a fun way to learn languages in her article **Function, Fluency and Fun in Theatre Language Courses**.

Finally, take a look at the Upcoming Events and SOL teacher development courses and pick a course that suits you best. We hope you enjoy reading this issue and we are looking forward to receiving your feedback and article contributions for our next issue. The deadline for article submissions is November 1, 2016. Have a look at www.hupe.hr for **HUPEzine Article Submission Guidelines**.

Enjoy your HUPEzine and remember that it's almost the end of the school year and soon things will be relatively quiet.

Yours,
Dajana

Impressum

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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 November 2016.

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

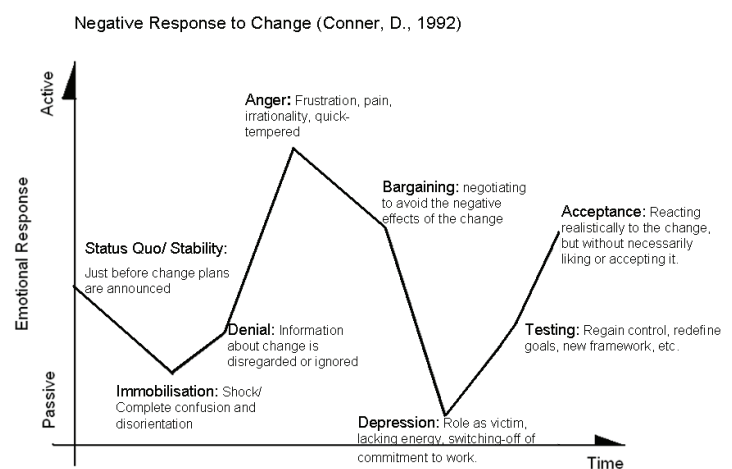
Say YES To Change, Say NO To Stress



Good teachers, just like good managers, are result-driven. They have the opportunity to make a *huge* impact in their jobs, but with such opportunity come many demands. New technologies, expanded resources, heightened expectation of over-engaged parents, curricular reforms, new values... The challenges are endless but at the end of the day teachers are evaluated on how efficiently and effectively they achieve the final objectives. Unfortunately, these objectives can turn into a moving target and teachers have to accept that they teach in a world of change and that the pace of change around them can lead to high levels of stress. With one huge change just around the corner, the comprehensive national curricular reform, it is a good idea to learn more about how change affects people in general in order to be able to deal better with our own emotions when facing a change.

Change is not a single event, it's an ongoing process. Kurt Lewin, an American physicist and social scientist, described it as a continuous transition that does not happen overnight. According to his theory, we take a 3-step journey in reaction to a change. During the first step, usually called an un-freeze phase, we start to break down the existing habits, norms or routines and we start the transition process – we open to the change. That is the second step. This is often a very dynamic phase because during the transition we feel insecure, the known and secure is replaced with uncertainty, we are pushed out of our comfort zone, and resistance is a very human reaction in such circumstances. This should not be understood as an attempt to block the change; very often it actually indicates a call for some help and support. But if the need for change is communicated in an efficient way and if we are motivated to change, we slowly start to embrace the new ways and the change starts to take shape.

Another helpful knowledge regarding change comes from Daryl R. Conner, a leader in organizational change. He talks about different stages in a predictable pattern of emotional reaction to change.¹ First comes **denial** ("This can't be really happening to me."), then comes anger and blame ("Let's get and punish whoever is responsible for this!") followed by, first, bargaining ("Let's return to the good old ways!") and then depression and fatigue. After that we stop focusing on what we have lost and we start to test ("I'm cautiously optimistic.") the new equipment, the new ways the work is done or the new procedures. We slowly start to regain the control. Once we accept the change and it becomes the new norm, it freezes again, and the whole process starts again.



Clearly, any change, whether good or bad, voluntary or not, has a potential to cause excessive pressure and stress on us in our everyday life. But in order to manage our stress level better, we have to bear in mind that change is inevitable and that very often our experience of stress is based on the thoughts we create in our minds about the change. When overwhelmed, it is always a good idea to step back, take a deep breath and look for ways to deal with the challenge with more equanimity and peace. Also, understanding of how our mind works can help us deal with our emotions and attitudes in a way that we became more open and learn how to accept change. As Charles Darwin said, "It is not the strongest of the species that survives but the most adaptable."

Daška Domljan, prof.

Daška Domljan, an author of the *New Building Blocks* series, is an English language teacher, teacher-trainer and an HR professional. She's currently working on projects aiming to bring together both her professional worlds, the teaching and the business ones.

¹ <http://www.connerpartners.com>

BRITISH COUNCIL INTRODUCES

Understanding IELTS: Techniques for English Language Tests

A free online course starting on 25 April 2016



Prepare for the IELTS test with the British Council's free online course Understanding IELTS: Techniques for English Language Tests.

The course will help anyone learning English, especially those preparing for the IELTS test (International English Language Testing System).

Each week will focus on a component of the IELTS test (Listening, Reading, Writing and Speaking) and include exercises to check you're on track with the four English skills.

As the course takes you through each section of IELTS, you will become familiar with what to expect in the test, have a chance to practise your English and get expert tips on how to reach your goals.

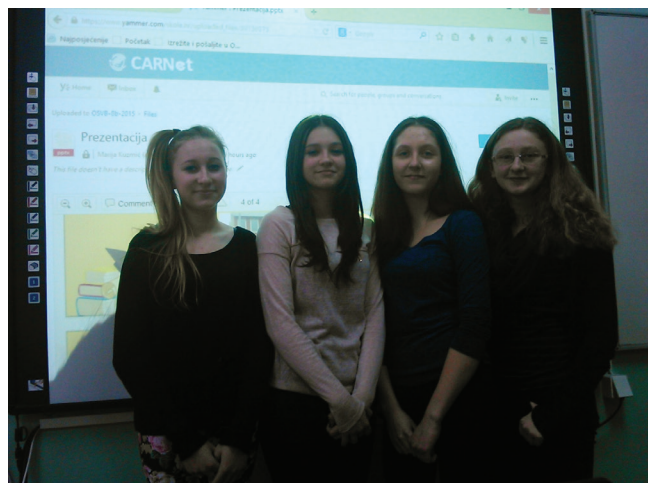
Yammer in education - part 3

Yammer as presentation tool

Lidija Kralj, Croatia

Working extensively with Yammer, I have come to realize that it is a great educational tool, but the last thing I expected from Yammer was the possibility to use it as presentational tool as well. Hence, my impression of the quality of this social network which we now have in our hands was even greater.

My students are currently attending their last year at our school. Primary or elementary school in Croatia lasts eight years and then students have to choose the secondary school which they will attend for the next three to four years. They can choose among academic high schools which prepare students for university, vocational schools, technical schools or trade schools. Whatever they choose they will probably have to travel to a larger city 25 - 35 km away from their homes.



Presenting as professionals

As part of our Citizenship education I asked students to prepare presentations about their future schools and present it to the whole class. They created presentations in Office 2013 as usual and attached them to the posts in our Yammer group. This time the posts were properly tagged as #skole so that we could find all the presentations later more easily. That is a lesson we had learned while creating digital gallery :).

Lidija Kralj
Groups +
All Company
OSVB-8b-2015
OSVB-EU-projekti20...
Browse Groups
Create Group

Marija Kuzmić
To OSVB-8b-2015
Prezentacija o srednjoj školi:)

Prezentacija
Uploaded to OSVB-8b-2015 ▶ Files

Unlike · Reply · Share · More January 29 at 5:12pm

Skole

You and **Elena Kovaček** like this.

Elena Kovaček
Moja također :)

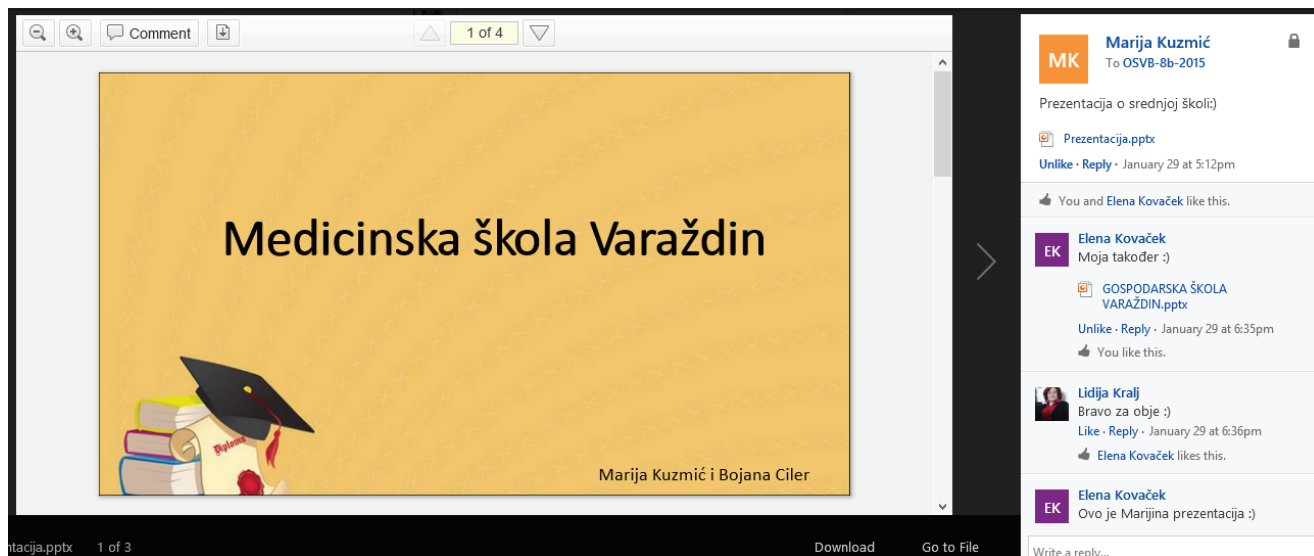
GOSPODARSKA ŠKOLA VARAŽDIN
Uploaded to OSVB-8b-2015 ▶ Files

Unlike · Reply · Share · More January 29 at 6:35pm

You like this.

It was nice to see that Yammer showed the first slide of the attached presentations right there in the post. Did you know that? That is something that the other social networks don't do.

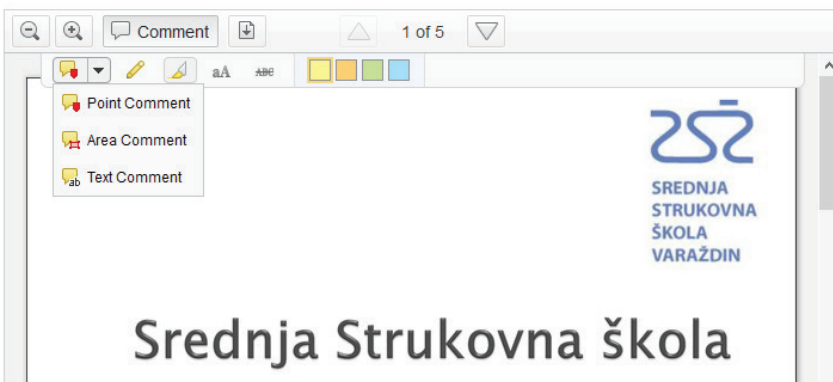
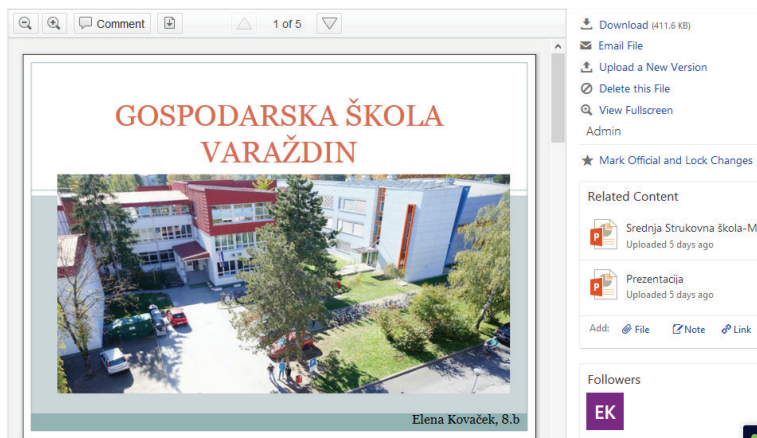
The next day in class I opened my Yammer group page, found the student posts and clicked on the first presentation expecting that I had to download the file. Instead a preview window opened and the presentation was right there, just waiting to be seen. The students came to the interactive white-board and did their presentations perfectly without any technical issues and without having to leave Yammer.



Collaboration discovered

I noticed that if I opened *presentation preview* from file list, I got even more options. There are possibilities to: download, e-mail, delete, view full screen and even to upload a newer version of the file. The file can also be marked as official and locked for changes. Any related files, in these case presentations, are shown on the same page. Everything is organized and very efficient.

Later we discovered that the above slides have commenting tools available, which allows us to draw on the slides, highlight or add text to the slides and of course to add comments to the presentation. This was one more unexpected option which is not available in other social networks. This commenting tool opened up a way for us to collaborate directly on a presentation that is shared in Yammer. We don't have to leave our cosy Yammer group at all :)



It seems that every week we discover something new and find some new possibilities in Yammer that we have to try and test in our class. I think we feel like explorers but instead of exploring distance lands we explore virtual environments in Yammer. Who said learning is not fun?

5. Find extreme adjectives

Students can find extreme adjectives in pairs or as a group work activity.

6. Identify regular and irregular verbs

Students are supposed to simply identify and fill in the columns with the words that belong to each category.

7. Identify parts of speech

Tell students to make columns in their notebooks and simply put the words in the appropriate category.

8. Teach song lyrics

Put song lyrics in a word cloud and pre-teach new vocabulary that way. Students can also guess what the topic could be or maybe even the title of the song.

9. Introduce new vocabulary

When you teach a new lesson or text from a student's book, you can write all the words you assume they don't know in a word cloud. This is especially useful with English for specific purposes.

10. Introduce a new topic

You can brainstorm a number of words and tell your students to guess what topic they are going to discuss.

11. Write a recipe

Put the whole recipe into a word cloud and tell your students to sort out the ingredients and verbs for cooking. Then they will try to guess what they are going to cook and finally they will try to write a recipe.

12. Make a unit revision

At the end of a unit, you can put all your texts into a word cloud and then ask your students to pick any word and talk about it. They could translate it first and then say in what context it was used and so on.

13. Play memory

Students simply memorise words and compete by seeing who can remember more words. In this way they practice the new vocabulary by playing a game.

14. Play a run and hit game

This is particularly suitable for younger students who can't sit for a long time and need movement. You could create a word cloud on a specific topic such as animals. You then describe an animal and the students run to the board and hit the right word with their hand.

15. Create a wordle gift

On some special dates, like Mother's Day or Father's Day, students can write something about a person they love and put it into a word cloud. It makes a great gift.

These are just a few of the activities I've been doing with my students, but I have no intention of stopping my list here. Maybe tomorrow I'll try something new. Just wait and see! It's really a never-ending story and it's absolutely great fun, both for me and my students.

Marija Huzjak-Šaban, prof.
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English Proficiency Centre

Working in mixed ability classrooms is a challenge for every teacher. While trying to create a learning environment that suits everyone and provide learning experiences that will enable each and every students to be successful, we often get frustrated because we don't give everything we can to our best students. Whether simply being talented for acquiring languages or very conscientious and systematic and thus successful, the best students and their special needs aren't always catered for in our school system.

Proficiency centres in various subjects have opened in a few cities in Croatia in order to try to do something in relation to this problem. One such centre was opened in October 2015 in Bjelovar, The Centre of Bjelovar-Bilogora County. The project – namely, the transportation of students from all over the county to Bjelovar, lunch for the students and their mentors and the mentors' fees, were covered by Bjelovar-Bilogora County. All in all, together with the proficiency centre for Mathematics, the whole project cost around 400.000,00 kunas and was funded from the County budget.

The County initiative was quickly recognized amongst schools, students and their parents; throughout September they applied for the initial testing which was necessary as there were more than 220 applicants and only room for 75 students to be accepted. The initial test was rather demanding and all the students were tested above the level which they were supposed to be at at that particular moment. 71 applicants passed the test and became members of the English Proficiency Centre in Bjelovar-Bilogora County.

Students were organized into four groups according to their age. Elementary school students made up two groups: 7th and 8th graders, while high school students made up the other two – freshmen and sophomore students in one, and junior and senior students in the other group.

Sixteen teachers worked with the students for 18 Saturdays, from mid-October to mid-March, with four lessons per Saturday. From *Here I Am, We Are Beautiful, Pursuit Of Happiness* and *No Man Is An Island*, over *Live To Learn, Live To Work, To Gym Or Not To Gym, Ratatouille, Travellers' Tales, Law & Order* and *Thrift Shop* to the



language of *Ars, Artis, f., Geek*, and finally *People Who Shaped Our World* – namely William Shakespeare, we spent five months together brushing up our language skills: reading, listening, speaking and writing. Using a student centred communicative approach based on pre-defined outcomes and developing thematic areas autonomously, teachers spent most of the time guiding and directing their students as they went through the learning process themselves.

The teachers' part of the job was organized in a cloud. Teachers choose the dates when they were available for work, made their own lesson plans and prepared all the study materials which they shared with their colleagues and coordinators. The coordinators were responsible for making sure the whole process ran smoothly and that everything was set and prepared in time.

The English Proficiency Centre organized two project days – one dedicated to Christmas and all the winter holidays and the other to commemorate the 400th anniversary of William Shakespeare's death. The projects were special as students were all mixed up together, regardless of their age. They loved it because they soon realized that the best way to learn something is to teach others about it. Each project day ended up with a pub quiz and a few rewards.

So, the whole thing is rather simple – all you need is money and a couple of enthusiastic teachers willing to do the job. They probably won't earn a fortune, but most teachers don't expect that. Working with such motivated, interested and fluent students is rewarding enough as it is.

The process was an amazing experience for both teachers and students. We developed our fluency in English, learned a lot from each other but more than that – much more than that – we made new friends and found people who share our passion for learning and teaching English. We had fun, lots of it. And we have discovered once again that when you have a good reason to get up early, even on Saturday, it is not such a hard thing to do.

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ICT4ELT

Plickers

~ a student response system ~

Arjana Blazic

IX. gimnazija, Zagreb, Croatia

2014-2015 Hubert H. Humphrey Fellow

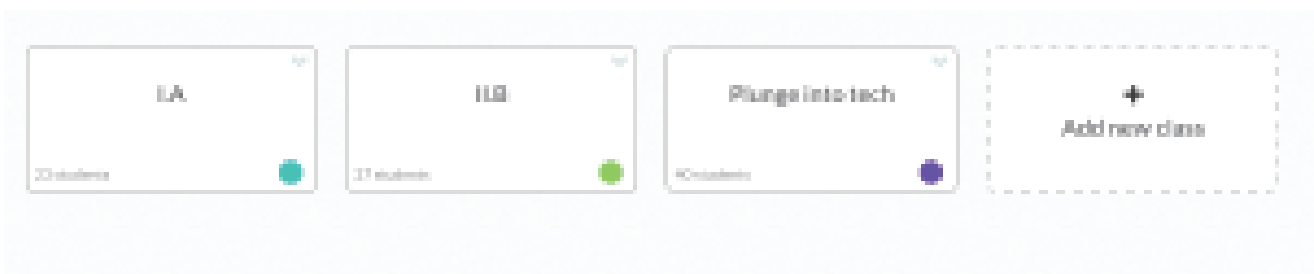
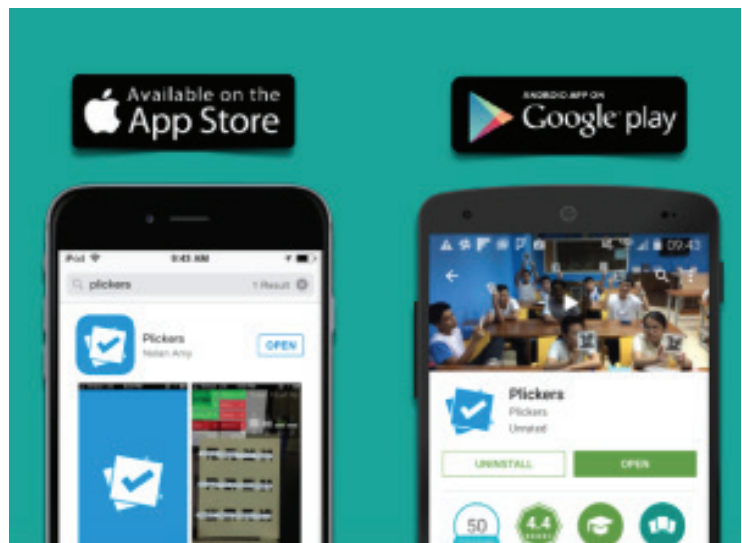
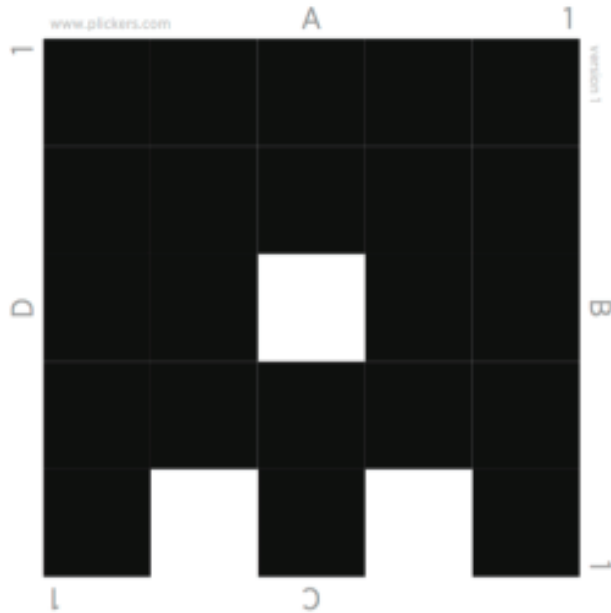
azb245@psu.edu

Plickers is a very simple yet powerful tool for formative assessment. To use Plickers in the classroom, you need a computer with Internet access, a beamer and a smart phone. Students don't need any device. What they need are QR code cards that can be printed out here. There are different card sets: standard with 40 cards for 40 students, expanded with 63 cards, sets with a larger font size for younger or visually impaired students and large cards for larger spaces. One set of cards can be used with multiple classes.

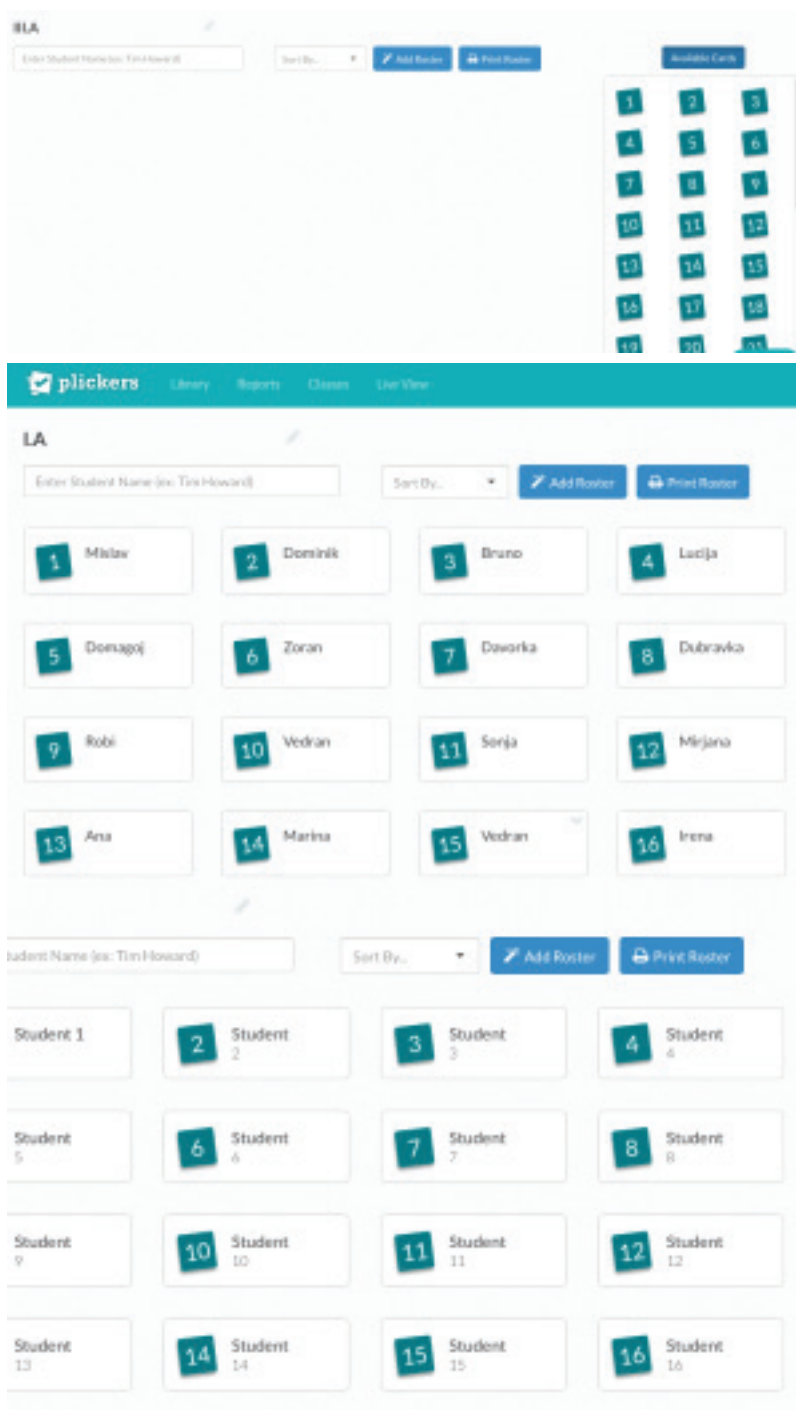
Each card is unique and has a unique number that can be assigned to individual students. The letters A B C D represent answer choices. Students hold their cards upright so that the correct answer is on top of the card.

In order to start using Plickers, you need to sign up on the Plickers website and download their free app for iOS or Android.

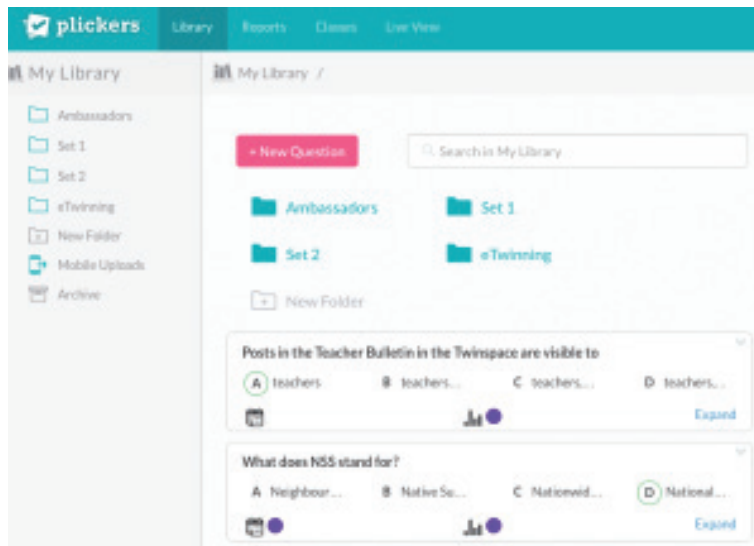
After setting up your account, you can create your class(es) by clicking on Class – Add new Class on the Plickers website. You can add as many classes as you want.



Students are added by typing in their names. Classes and students can easily be edited, deleted and archived or unarchived.



In the Library you can create and edit questions (multiple choice and T/F) and add images. You can organize questions into folders and assign them to your classes. Questions can be created both in the app and on the web.



New Question

Add question text here...

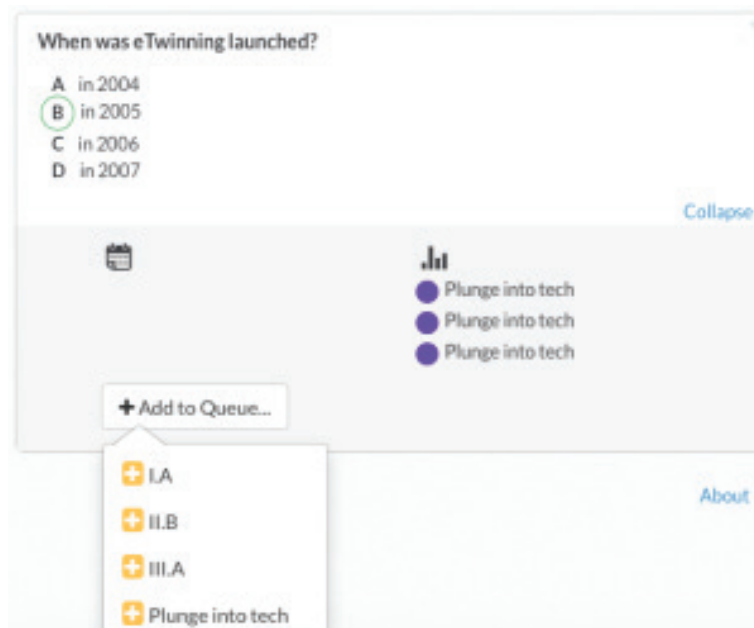
Add Image

Multiple Choice
 True/False

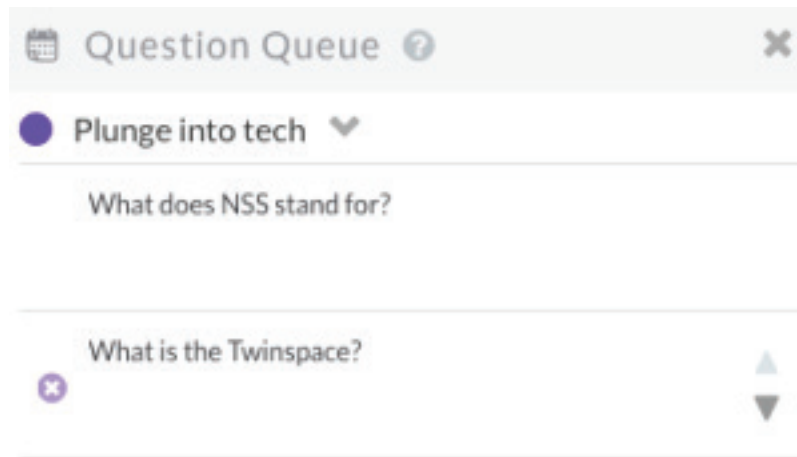
Correct?

⌕ A	<input type="text" value="Answer"/>	<input type="checkbox"/>
⌕ B	<input type="text" value="Answer"/>	<input type="checkbox"/>
⌕ C	<input type="text" value="Answer"/>	<input type="checkbox"/>
⌕ D	<input type="text" value="Answer"/>	<input type="checkbox"/>

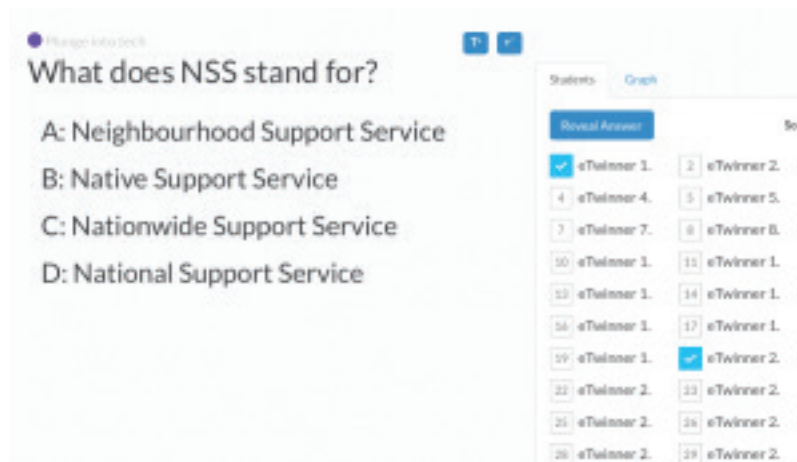
After creating a question, you can assign it to a class so that you add it to a queue, by clicking Add To Queue.



The Question Queue shows a list of all the questions assigned to a class. Questions can easily be removed or rearranged.



Now you are all set for the quiz. Open the Plickers Live View page on your computer and display the question by selecting it on your mobile device. Students answer the question and hold their cards upright with the correct answer shown on top of the card. Press the scan/camera button on your phone and scan all the cards. When done, press Check to finish scanning and to reveal the answers on the Live View page.



Students' answers are saved to Reports. Use Scoresheet to monitor students' progress.



The Royal Crescent



SUMMER SCHOOL

step into English...

<http://www.languagesunited.co.uk>



Gamified Activities for Young Learners

As an EFL teacher I often felt trapped into a rigid way of teaching and I had to find answers to questions such as: How can I involve all the students all the time? How can I make students want to learn and look forward to the lesson? How can I keep students alert and happy? How can I make students active learners who build on what they learn and get a feeling of accomplishment? I also had to face challenges some of which were that most students get disengaged, distracted and bored easily, don't enjoy using books, get tired by the standardized way of being taught and they are looking for excitement and enjoyment. I had to find a solution. So, I created a different approach to teaching, a new method which I called "the Learning Gamification System".

This article is a resource kit for educators with gamified, hands-on, fun ideas and activities to motivate young learners. As Ralph Waldo Emerson said: "Nothing great was ever achieved without enthusiasm".

Getting to Know Names

At the beginning of the school year neither the teacher nor the students know each other's names so some 'tricks' can be used to overcome this. The teacher can ask students (or their parents if we are talking about very young learners) to bring in class a passport size photo. The teacher collects those and sticks the photos on sticky notes and writes the pupils' names below. Then, the teacher places all sticky notes on a white laminated piece of paper according to the students' sitting arrangements in the classroom. There should be as many photocopies of this 'collage' as the number of pupils in class plus one more to stick it on the wall of the classroom. That way all students will have a copy of their classmates' photographs and names. Soon all learners will be able to remember their classmates' names and faces. It can be used to facilitate acquaintances and friendships, to create a friendly atmosphere and form groups.

Using the chairs to form groups

A way to form teams is to stick post-it notes with numbers written on them. If the teacher wishes to divide the class into 2 teams, then odd and even numbers can be used. Instead of numbers the teacher may use sticky notes with different colors to split the class into groups. Learners just take the post-it which is stuck under their chairs and team-up. Usually all learners who have the same number or color find one another and form a group.

1-2-3 come with me, 3-2-1 run, run, run

Either the teacher (in the case of A1 level learners) or the pupils (in the case of A2 level learners) prepare sticky notes with one word written on each. The words should be around a pre-taught topic.

For example: seasons and weather conditions (can form 4 groups), farm animals-wild animals-sea animals and reptiles (can form 4 groups), seasonal holidays such as Christmas and Easter (can form two groups or even 3 if you add Halloween), things we eat or drink (can form two groups), fruits and vegetables (can form two groups), objects found in a classroom and in a house (can form 2 groups), things found in different rooms of the house: bedroom - kitchen - living room - bathroom - playroom (can form 5 groups or fewer)

The teacher distributes one sticky note to every student randomly. The pupils move around the classroom asking their classmates: "what word have you got?" If they have a sticky note with a word from the same group of words they answer: "1-2-3 come with me" but, if they have a word from a different word group they answer: "3-2-1 run, run, run". When all pupils have found and formed their group, each group sticks the post-it notes on the board or on the wall. The teacher can review vocabulary through this kinesthetic activity in a fun way.

Grouping Words

This activity can be done individually, in pairs or in groups. The teacher dictates some words to the pupils. They write each word on a different sticky note. Then they have to group these words according to specific criteria and stick them on laminated papers. Some ideas for grouping words could be: a) nouns-verbs-adjectives-adverbs, b) positive-negative meaning, c) farm animals-wild animals-sea animals- reptiles, d) seasons-months-days, e) food-fruit-vegetables. The teacher can promote collaboration, check the spelling of words and the understanding of their meaning.

Using new Vocabulary-Scattered Words

The teacher has pre-taught specific vocabulary such as objects in the classroom (or colors). The class is divided into groups according to the number of pupils and each team should decide on a name. Learners are going to use colorful sticky notes, different color each group. The groups are asked to use only one color of sticky notes each and write only one word per post-it. Every team has three minutes to jot down as many words as possible and stick them on the corresponding objects in the classroom. When the three minutes are over the teacher goes around the classroom and collects the sticky notes per group to find the winner. Of course only correctly spelt words count. This activity encourages cooperation and assists the teacher check whether pupils have learnt the new vocabulary as well as the correct spelling of the words.

Correct spelling

Pupils are asked to create even number of groups with equal number of students each and name them. Every group thinks of one word with as many letters as the number of students in each team. For example, if there are two groups with six pupils each, then every team has to think of one word with six letters and use sticky notes to write one letter per post-it. Next each group sends a 'representative' to the "opponents" so as to stick the sticky notes jumbled on their foreheads (one on each) and then the representative returns to his/her team. When everything is set the teacher says "go" and the groups try to find the word fast looking at their classmates' foreheads, not their own though. As soon as they are ready they place their bodies in line so that anyone is able to read the word from their classmates' foreheads. The group which finishes first shouts "ready". The correct spelling of the word is essential.

Define the Word

The teacher puts learners into two groups. Based on words the students have been learning in class, each member of the two groups has to come up with one (tricky or difficult) word and write it on a sticky note. Next, the members of the two groups decide on the order they are going to use these words. Then, every team selects one person, the 'representative'. The 'representative visits' the other group - the opponents - and they stick a post-it on the forehead of this student who has no idea of what the word is. The 'representative' returns to his/her team. The members of each group have to use miming, sounds and body language to help the 'representative' guess the word he/she has on his/her forehead. Both teams race to win. The first 'representative' who guesses the word correctly gets a point for his/her team. The same procedure goes on with the rest of the words each group has chosen. It's a good activity to check and revise vocabulary.

Name-Animal-Thing

The teacher creates a bar chart on the board. At the upper left part, the teacher writes the word 'Letter' and draws a vertical line, next to it writes 'Name' and then 'Animal' and beside that the word 'Thing'. The teacher can add more categories such as 'Color', 'Country', 'Food', 'Artist' etc. The teacher splits the class into groups. Each group uses a specific color of small, sticky notes and a piece of white laminated paper. The teacher says 'go' and starts saying the alphabet silently until one person from each group in turns says 'stop'. The teacher then announces the letter of the alphabet to the class and writes it on the board. The groups have some time to think of words beginning from that letter and corresponding to the columns on the board. The students write one word per sticky note place them in the right order on their laminated paper and once a group is ready one person from each group stands up and sticks the answers in the correct column. In case the group hasn't found an answer they leave it blank. The groups get 10 points for every correct answer and the group that has the answers first – that is faster than the others – gets an extra 10 points. If a group has the same word with another group, they get 5 points each. At the end the group that has gathered the bigger score wins. E.g. letter: G, Name: Gregory, Animal: Giraffe, Thing: Glass, Color: Green, Country: Greece, Food: Garlic, Artist: Guns N' Roses. It forces students to think of words they already know.

Ioanna Ntaidou
Gamification Learning Strategist
Founder of the Learning Gamification System



ABOUT THE AUTHOR

Ioanna has been an EFL and EFB teacher since 2003 and an English language assessment examiner since 2010. She is a regular speaker in TESOL and IATEFL conventions worldwide. She has a major in 'Business Administration', minor in 'Psychology' and concentration in 'Human Resources Management'. She holds diplomas and certifications in 'TEFL/TESOL', 'Becoming a Teacher Trainer', 'Teaching Business English', 'Teaching Young Learners', 'Consulting Psychology in Education and Children', 'Marketing and Advertisement', 'Neuro Linguistic Programming-Master Practitioner', 'Advanced Learning and Teaching Technologies', 'Teacher Development', 'Methodology in Teaching' and the CETT.

“What’cha Lis’nin 2?” Taking music from the CD to CDA

A workshop by Julia Alivertis and Jeffrey Doonan

“Each utterance is filled with echoes and reverberations of other utterances”
(Bakhtin)

Music has a place of great importance in the lives of the majority of our students. But how much of what they are “lis’nin 2” do they really understand? This is the question we tried to explore in our workshop that took place during the 24th Annual HUPE Conference.

In the course of our presentation we tried a few techniques that enabled us, as well as our audience, to take the music from the CD to CDA, Critical Discourse Analysis, at a level that most students can enter into and begin to formulate a better answer to the question of “What’cha lis’nin 2?”



The source of our inspiration for this workshop was an evening we spent watching our four teenage kids, who had just met for the first time, being engaged in serious conversation that followed the question: “What’cha lis’nin 2?” What we found interesting was how fluently they used their English, which was the only common language they had available, as they were seriously engaged in what was for them an interesting and motivating situation; as parents we felt very proud; as teachers we saw a good learning opportunity and decided to transfer it to our classrooms.



Listening to music for this generation of students is no longer a passive skill, many actively participate in the music. Also, swapping and sharing music has become very easy nowadays with the help and accessibility of technology. We decided to follow Paolo Freire’s advice: “The best way to educate people is to start with what they already know.” Therefore, we asked our children at first, and our students later, to recommend songs that they like; also we asked them why they liked these songs and when and where they have heard them. It was surprising to see that many of the songs that they had ‘discovered’ were quite old; songs that we too used to listen to, but they have become fashionable again for various reasons; e.g. because they have been used in films, or video games.

Our main focus was on the lyrics of the songs. As in many approaches to reading in both L1 and L2, this interaction with the text, in our case, the lyrics, makes the listening interactive. However, what the listeners get from the lyrics is as important as what they bring to them. Through an interactive, critical analysis of the songs they are “lis’nin 2”, the discourse can be opened up and made more valuable. Moreover, juxtaposition of the songs with other songs, literary texts, films, works of art, can be a linguistically and critically enriching experience.

The educational purposes of listening critically can be viewed in three areas: **linguistic, critical/conceptual** and **cultural**.

The **linguistic** analysis could begin with a focus on grammatical structures and move beyond that type of activity to reflective discussions of the effect of the language chosen for the lyrics. During the workshop we used several songs and relevant activities out of which we are presenting some examples:

Example 1:

Song: Imagine (John Lennon), Number of students: 15-25, Age: 14-18, Level: Intermediate- Advanced

Pre-Listening:

You will listen to this song 2 times, the first time try to write the lyrics as you listen.

The second time, write down the first thing / word you think of when you hear the following words:

- | | |
|-----------------|-------------------|
| 1. Heaven | 2. Hell |
| 3. No Countries | 4. Kill |
| 5. Die | 6. No Religion |
| 7. Peace | 8. No Possessions |
| 9. Greed | 10. Hunger |
| 11. Brotherhood | 12. Sharing |
| 13. Dreamer | 14. Someday |

Post-Listening

Discussion:

- Have selected students read back a verse of the lyrics to check for correctness. Discuss any mistakes and try to discover if the listening mistakes were a result of 'sound-a-like' words or misinterpretations. Have the students try to discuss how these listening errors may change the meaning of the song. (Ex. Possessions-Positions, Hunger-Anger)
- Show the students how changes in individual words do not always change the meaning of a text whereas sometimes they really change it.
- Get the students to orally discuss their associations with the vocabulary listed above. Allow for varying opinions and for freedom of expression in this discussion.

Have the students discuss the concepts contained in the song and try to promote the expression of any personal opinions or beliefs connected with the ideas expressed in the song.

While it is true that issues of cultural relativity and accessibility may need to be addressed, by allowing students to listen to music that they like, it may be easier to bring them from passive listeners to active listeners who engage with the music on both linguistic and metalinguistic levels.

The **critical/conceptual** analysis could be approached in a way that allows students to develop a form of literacy that has a meaning in their lives, their realities. If given the opportunity to critically discuss the lyrics, many students will be able to move beyond what the lyrics are to what the lyrics may mean, the implications of the language used. Hopefully, the discussion may lead them to critically approach problems they themselves face, thus seeking solutions, or ways to confront or distance themselves from situations they are not sure how to address, especially at ages when peer pressure can be a decisive factor in their decision making process.

Example 2:

Song: Runaway (Bon Jovi), Number of students 15-25, Age: 16-18, Level: Upper intermediate- Advanced

Pre-listening:

- "Runaway" is a Bon Jovi song, written in 1980. What do you think it is about?
- «Runaway» is a song of which Bon Jovi have always been proud. For well over 20 years, it has been the only song from the bands' first two albums that has been performed live on a regular basis. Can you imagine why? What makes it popular today?



While Listening:

- Listen to the first part of the song trying to form a description of the Runaway Girl (age, appearance, social background, education, interests, stereotypes, etc)
- Listen to the second half of the song and try to determine how her life has changed. Can you imagine some of the changes in her physical appearance, habits, attitude, etc ?

The **cultural** analysis could allow for many assumptions, prejudices and practices to be discussed in ways that allow the students to open up about what they know and don't know about the music they are "lis'nin 2" and the culture that it comes from.



Example 3:

Song: Uprising (MUSE), Number of students: 15-25, Age: 15-18, Upper intermediate- Advanced

Pre-listening:

- What do you know about MUSE and their music? Do you know any of their songs?
- The title of the song is 'Uprising'. What do you think it is about?
- 'Uprising' was considered the group's signature song for quite a while. Do you know what we mean by that?

While listening:

- In your opinion, what is the tone of the song?
- Do you think it carries a specific message?
- Who do you think it addresses?

Cultural awareness:

Listen to/Read the lyrics again. 'Uprising' was the opening track of the album 'Resistance'. The song announces a "union", speaks of "victory" that "they do not control." Then read the following extracts from George Orwell's '1984'. Can you find any connections regarding the society/system implied in each of them?

"There was of course no way of knowing whether you were being watched at any given moment. How often, or on what system, the Thought Police plugged in on any individual wire was guesswork. It was even conceivable that they watched everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live—did live, from habit that became instinct—in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized."

"Never again will you be capable of ordinary human feeling. Everything will be dead inside you. Never again will you be capable of love, or friendship, or joy of living, or laughter, or curiosity, or courage, or integrity. You will be hollow. We shall squeeze you empty and then we shall fill you with ourselves."

"Do you begin to see, then, what kind of world we are creating? It is the exact opposite of the stupid hedonistic Utopias that the old reformers imagined. A world of fear and treachery and torment, a world of trampling and being trampled upon, a world which will grow not less but more merciless as it refines itself. Progress in our world will be progress toward more pain."

As English teachers we hope that these approaches will lead us and our students to an answer that goes well beyond the simple response "music" when they are next asked: "What'cha lis'nin 2?"

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Teaching How to Teach

By Jelena Božić, Ema Gucunski, Matej Ivanković,
Valentino Jakšić, and Marta Šarčanin

It is common knowledge that being a good teacher is far from an easy task. It is more of a life-changing mission, not only for teachers, but for all their students as well. The key to that mission is interaction. Just as students learn valuable lessons from their teachers about more than merely the subject matter, teachers also benefit from that interaction, gaining rich insight that cannot be found in books. Students have a habit of saying that they hate or love certain teachers, often connecting those emotions to the subject in question. Therefore, those who embark on the journey of becoming a teacher need to be aware of the responsibilities that the journey brings. They need to know that it is not only about doing the job and arriving at a particular destination; it is about showing passion for all the passengers, stops, and sights of that journey. This passion should serve to open the door to creativity and dedication to motivate the students to be fellow travellers, to explore, and invest in themselves and their adventures. Were we aware of that before buying the ticket to *Teacherland*? No, not really.

In this article we will give a short overview of how we became aware of a variety of responsibilities that a good teacher has. We wish to share the experiences we gathered throughout our two-year-Master's programme in Teaching English as a Foreign Language (TEFL) at the Department of English Language and Literature at the Faculty of Humanities and Social Sciences in Zagreb.

If you ask a group of learners about their biggest difficulty in the process of learning a foreign language, a lot of them will probably put grammar on the top of their lists. Most learners perceive grammar as a firm set of rules and do not question what is behind those rules. Throughout our graduate programme we were constantly encouraged to think outside the box. After three years of learning grammar rules and exceptions, this was the first time we were challenged to contemplate why things are the way they are. This was most prominent in our classes dealing with a cognitive linguistic approach to language when we started perceiving grammar as conceptualization. This led to a deeper understanding of various grammatical notions and forms, which provided us with new tools to teach grammar in a way that encourages learners not only to learn the rules, but also think about them. This is what we recognized as the first of many important responsibilities of a good teacher.

During our Master's programme we were provided with opportunities to learn from experts about different techniques of teaching a foreign language, such as the storyline workshop by guest lecturer Sharon Ingleson Ahlquist. This workshop showed us how to move away from a traditional approach to language teaching, and embrace a more integrated one. The storyline approach is based on creating a story and giving learners the opportunity to create their own character and commit to it for a longer period of time. While allowing the learners to have fun and learn in a more relaxed setting, the teacher is not only able to keep track of their progress, but also to provide input and focus on their individual needs. Unfortunately, not everything in our programme was that perfect. There is one part of our graduate programme that is quite far from what is desired and expected in contemporary programmes of language teacher education and these are the courses from the *Centre For Education Of Teachers* that we had to take in addition to the courses at our TEFL section. The courses at the *Centre* are supposed to provide students with what might be called pedagogical knowledge. However, although these courses do lay the pedagogical groundwork, they are generally not as useful as they should be. The key problem lies in the fact that most of them are outdated and inconsistent with contemporary approaches to education, there are too many taxonomies, and the courses have syllabi that are decades old. These are only some examples that come to mind. We would like to emphasise that, unfortunately, this is not only our opinion; a large number of our colleagues from previous generations noticed the same problems. On top of that, these courses are purely theoretic, therefore giving students little or no exposure to the practical use of acquired theories. Fortunately, there seems to be a breeze of change coming into the *Centre*, especially through the influx of younger teachers who are promoting new, more relevant and practical approaches to teacher education.

However, the flaws of the *Centre* and some of their teachers and courses are redeemed by the virtues of what we have experienced and obtained at our Department and our TEFL Section. For example, our TEFL course brought to our attention one aspect of the utmost importance when it comes to teaching: lesson planning. Lesson planning is often taken for granted by experienced teachers, since with practice this becomes an automated skill for most of them, and

they deliver their lessons effortlessly. However, it takes time and a lot of relevant input by the teachers who value the creativity of this job in order to reach that level. That is exactly what we acquired during this course. Furthermore, having covered language learning methods during the first semester, here we had the opportunity to use that theoretical knowledge in a simulated classroom situation – we learned to develop, organize, and deliver a lesson plan, discuss creative tasks for all age groups, and cope with potential difficulties that can occur. Thanks to that, at the end of the course we felt fully prepared for teaching various types of learners, with various individual differences. This course also prepared us for our teaching practice, which consisted of four nine-hour sessions with learners of various levels of education. Arguably, this was one of the most important courses in our graduate programme, since it gave us the opportunity to apply our knowledge to a real classroom and interact with experienced teachers who mentored us through every step of this course. In other words, it taught us how to teach. The guidance of our mentors, combined with our theoretical background, enabled us to experience the teaching process in its natural form, and allows us to gain invaluable experience even before we finish our education.

We have to admit that when we started our Master's programme in TEFL we felt very anxious about our future careers. It was not because we disliked the idea of teaching, but because we felt unprepared for it. In many ways, our teaching practice proved that it is impossible to prepare for every situation we may encounter in the classroom. However, our studies and our teaching practice gave us the tools to handle various surprises that came our way. The TEFL Section at the Department of English in Zagreb is keenly focused on SLA theories and research, which we have found most useful. It has given us insight into the complex process of language acquisition and, most importantly, has made us more sympathetic towards students' mistakes. It was clear that the aim was for us to first learn how and why something happens in the process of language development and only then move to learning about teaching. When we learned about notions such as developmental sequences and U-shaped learning, we also learned about seeing our students' incorrect answers as part of the learning process. As we read about pragmatics in TEFL, we realized the importance of teaching our students this aspect of language. After taking a class in applied cognitive linguistics, we learned that there were more meaningful ways to teach grammar. In sum, all the studies and theories we were encouraged to read about and critically evaluate made us more confident about teaching. In a way, everything that we learned from day one grew into a firm foundation for us as future teachers to stand on.

To conclude, even though it is praised by its students, the TEFL graduate programme and TEFL Section at the Faculty of Humanities and Social Sciences in Zagreb deserves even more credit than it receives. What has to be taken into account is the fact that the Section is extremely understaffed. Only the utmost dedication of our teachers keeps the Programme from collapsing into mediocrity. Due to their dedication, the Section continues to thrive year after year, implanting contemporary approaches to teaching and educating future teachers. The teachers use their experience to facilitate our learning, while also maintaining high but fair expectations. They truly represent role models for their students, future teachers.

It is often said that a journey is always remembered by its last day. As our last day of the journey is getting nearer, we are packing all the passion, creativity, dedication, and motivation we have been given, hoping that one day we will be able to inspire our students the same way our teachers have inspired us. Do we regret buying that ticket to *Teacherland*? No, not at all.

The Course Creative Methodology for Teachers of English at Language Link, London (dissemination)

On behalf of my school, Primary School Zitnjak, I wrote a project proposal entitled Erasmus+K1 Creative and Interactive Teaching and submitted the grant application by the deadline at the beginning of March 2015. Fortunately, the project proposal was approved by the Agency of Mobility and EU Programs at the beginning of May 2015 which provided the school with €18,361 for the implementation of the one year project (June 1 -May 31, 2016).



All of the eight mobilities planned in the submitted grant application have been successfully carried out.

My colleagues and headteacher attended the structured courses abroad in: Iceland, Malta, the UK, Ireland, Italy and Spain.

After having attended a structured course abroad the participants were required to carry out as many dissemination activities as possible: within their institution, at local, regional, national and international levels. It was highly recommended that dissemination activities have media coverage. Social media platforms can also be used for disseminating project results and good practices.

The Agency of Mobility and EU programs always strongly recommend that the dissemination activities should be focused on sharing the practical knowledge and skills acquired at the course. Grant beneficiaries mustn't fall into the trap of presenting tourist sights at their dissemination activities.

I attended Creative Methodology for Teachers of English as a Foreign Language Course in London, October 19-23, 2015. I will be focusing on only a few topics of the course's program such as Learning Styles, Task-based learning (TBL) and Teaching Unplugged.

This course has encouraged me to concentrate more on how to cater for different learning styles while planning a lesson. Teachers should be aware of the learning style they prefer themselves because the teaching style often reflects the teacher's preferred style of learning. Teaching which caters for different learning styles is the most efficient.

William Glasser comments on learning styles and notes in his well-known quote that we learn: "10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss, 80% of what we experience, and 95% of what we teach others."

At the course we were reminded of how we could integrate different learning styles into our lessons.

We should allow auditory learners to work in groups or pairs (group discussions, brainstorming activities, role plays, dialogues). Since they like verbal instructions, signposting the lesson at the beginning and a summary of what has

been learnt at the end of the lesson should become routines. I have decided to use music more frequently in my lessons. Music can be used for different purposes such as setting the mood, introducing a theme, signaling a change, as energizers, background music, relaxation or guided fantasy. Auditory materials which should be used a lot are: songs, rhythms, videos or stories.

Visual learners recognise words by sight. We can cater for visual learners by using gestures, visualisation, posters, graphs, charts, photographs, mindmaps, lists to organize thoughts, videos, IWB, writing in different colours and sizes and bringing in realia.

Kineasthetic learners like to move around while learning. Teachers should intersperse activities which require pupils to sit quietly with activities that allow them to move around. Kineasthetic learners learn best when involved and active. Hence, we should use physical activities, competitions, board games, role plays, questionnaires, surveys or energizing activities (stand up, change partners, come up to the board, mingles, write your name in the air, mime a word...). Kineasthetic learners like drawing, miming and acting things out. Bringing in realia to hold and touch can help both kineasthetic and tactile learners.

One of the topics of the course was Task-Based Learning (TBL). The TBL model was compared with the traditional PPP model which is 'teacher-led'. (PPP means Presentation, Production and Practice.)

The components of the TBL model are: 1. Pre-task 2. Task cycle 3. Post-task or Language Focus. At the first 'pre-task phase' the teacher introduces the topic, useful words and phrases and helps learners understand the instructions and prepare for the task. During the second phase pupils carry out the task in pairs or small groups. The teacher monitors from a distance. Pupils prepare to report to the whole class (orally or in writing) on how they did the task. Since the report stage is public, students will naturally want to be accurate. Some groups present their reports to the class, or exchange written reports, and compare results. At the third phase the focus is on language and then the teacher corrects the errors. Only after having finished the communication task do pupils focus on specific features of language form. At the centre of the TBL model is the pupil. Doing the task includes collaborative learning. TBL is not 'teacher-led', instead the teacher is the facilitator.

After the two models were briefly compared and contrasted the participants of the course took part in a demo TBL lesson based on the text *Escape From The Amazon* (New English File Upper-Intermediate Student's Book, p.54,55). At the first 'pre-task phase' the topic was introduced, the beginning of the story was read and discussed and our interest was aroused. During the second phase we worked in two groups and had to finish the story from the point of view of the character that our group represented. We worked separately in different rooms. While listening to the recording we could hear what really happened to our character. The other group listened to the recording of what happened to their character. Then the two groups worked together in pairs (mixed groups) and had to ask each other questions to find out what happened to the other character. At the third phase the emphasis was on a grammar item, conditional sentences. During the first two phases we were very motivated and emotionally engaged. After the need to use that particular grammar item was created, language was used naturally.

The lesson was dynamic and creative. It absolutely assured us of the significant benefits of the TBL model: it is learner-centered and encourages natural, authentic communication. This model encourages fluency at the second 'task phase' and accuracy at the third 'post-task' or 'language-focus' phase. If the lesson was turned upside down by following the principles of the traditional PPP model, pupils wouldn't be so emotionally engaged.



While discussing the demo lesson, it seemed to us that it would be impossible to teach a new grammar item effectively while following the TBL model. Our teacher Gabi Kotlubaj suggested that grammar exercises (gap-filled tasks, drills) might be assigned as homework and then a TBL lesson could follow. The 'flipped classroom' has become a buzz word.

In TBL doing a communication task involves achieving an outcome or creating a final product that can be appreciated by others. While planning a task-based learning lesson it is important to think of a communicative task and a tangible outcome. After having done a task, pupils compare 'input' and 'output' and they can 'notice' the differences themselves. Thus TBL encourages learner autonomy and self-evaluation.

Teaching Unplugged or Dogme is a teaching method and philosophy that is based on: conversation-driven, student-driven and materials-light teaching. Scott Thornbury and Luke Meddings wrote *Teaching Unplugged*, a comprehensive guide to Teaching Unplugged methodology and winner of the British Council ELTons award for Innovation in 2010. After the demo lesson of Dogme methodology we discussed its main principles and features. Then in groups we had to prepare for presenting an activity based on Dogme methodology to the whole class.

I liked the friendly and relaxed atmosphere at Language Link, a language school and teacher training centre based in London. The teachers Gabi Kotlubaj, Mel Sandron and Mike Hore are excellent teachers and are very friendly and kind. The participants of the course were English teachers employed at educational institutions of different levels (primary, secondary, tertiary) from Belgium, Italy, Poland, Russia and Spain.

I found the course useful because it required us stop and think, to reflect on the teaching methods and techniques that we use in our classroom. The course encouraged us to try out new ideas, techniques and methodologies. I have decided to use group work regularly in my classroom. Group work and pair work enhance a relaxed atmosphere in the classroom and reduce anxiety in learners. In groups or pairs pupils prepare 'in private' and then mistakes do not matter so much. Afterwards they report to the whole class and they are motivated to perform well 'in public'. Group work contributes to creating better relationships among the pupils and promotes learner autonomy. We should encourage collaborative learning to prepare our pupils for future careers most of which require team-working skills. TEAM is the acronym for Together Everybody Achieves More.

The benefits of taking part in Erasmus K1 or K2 projects are enormous. I cannot recommend Erasmus projects highly enough. The ELT courses and trainings in the UK are invaluable. Having attended the courses abroad teachers become more enthusiastic, self-confident and motivated. Taking part in Erasmus K1 projects and courses abroad can contribute to both your personal and professional development.

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FUNCTION, FLUENCY AND FUN IN THEATRE LANGUAGE COURSES

Asja Zulić, prof.

ACTORS STUDIO ZAGREB

Kazalište za učenje stranih jezika

The lesson of mother tongue

The acquisition of one's native language is always successful and never stressful. The procedure is the same in all cultures. The learner is simultaneously exposed to a wide range of language input, witnessing the live performance of real situations in which language is used in its genuine functions. The input is not selected on the basis of linguistic criteria; it depends on the situational context.

Alongside with assimilating the meaning of utterances and their functions, all the phonological features, as well as language regularities (intonation, syntax, grammar, etc.) are intuitively absorbed, forming speaking habits without conscious effort or building language awareness. This is the natural way.

The moment foreign languages became part of the school curriculum; the spontaneous acquisition had been turned into a cognitive process of learning. Language, originally a means of communication, has become a school subject, losing its connection with the genuine need to communicate. The frustrating testing-marking system has taken its place, reducing motivation to often unscrupulous hankering for good marks in grammar or spelling tests. The phonological aspects and communication competence usually remain out of the testing reach. The side effect of the evaluation system is fear of failure. It can paralyse acquisition and production, while, at the same time, punishes lack of success. Formal evaluation is actually counter-productive.

Classroom teaching usually offers a very limited choice of language functions. Actually, apart from classroom language, the rest falls into the category of fake purposes. (Asking questions to which one already knows the answers, speaking, reading and writing to show one has mastered the skills, which makes getting good marks more important than acquiring language competence.)

The learner-friendly way

Teaching is the art of inducing learning. So, the first question is whether it is possible to apply the natural way of acquiring languages to classroom teaching in order to achieve better results. It basically requires adapting the style of teaching to the needs of learners.

The first step in this direction would be to provide a relaxed learning environment. The teaching process should secure a supportive emotional atmosphere. This calls for the absence of any kind of pressure in the form of formal evaluation as a means of motivating learners.

The next step is to introduce a consistent functional approach by using the target language in its genuine functions. This means: speaking with a purpose (expressing ideas, asking for information, retelling, as well as acting and reciting), reading for getting information or for pleasure, writing for conveying information or for literary purposes. To achieve this goal it is necessary to provide contexts in which the language skills are used. This can be done either by simulations (role-



play) or by creating relevant situations (games, interviews).

Another necessary condition is developing a language course syllabus that might offer a variety of situations for meaningful use of the target language. The choice of situations depends on the profile of the learners it is meant for. Functions and topics dictate the scope of vocabulary, the structure items, and the intonation patterns appropriate for the speaker's attitude and emotions connected with the text. In this way the most frequent language patterns will be acquired first.

The teaching techniques should take into account that foreign language methodology can not resemble teaching history (memorizing facts) or mathematics (following rules).

It is the matter of developing skills through appropriate activities of various emotional charge, mood and pace.

The techniques are effective if they respect the learners' needs: the need for bodily movement, the physical handling of objects and their hunger for entertainment. Activity-based procedures that include lively learning dynamics and elements of fun will suit the purpose. In this way the teaching process itself will incorporate motivation.

It is also necessary to supply an acceptable reason for using language, an easily attainable non-linguistic aim for which language serves as a tool (making something following oral instructions).

Laugh, scream and cry all the way to fluency

A possible way to approach the natural way of acquiring language is to overcome the artificial classroom setting by using drama activities as a method of teaching. Play-acting simulates reality; it is artificial in itself. That's why it can be a valuable source of all imaginable contexts. It can exploit the wide imaginary world of drama in a large variety of activities: from miming, puppet-shows and skits to simulations, short plays and even several-act theatre plays, paving the way to language teaching theatre. The plays can be tailored to suit every specific group of learners, taking into account their interests, emotional maturity and the level of their language competence. By means of selecting, expanding or simplifying the chosen teaching material a thoroughly learner-centred approach to teaching can be secured.

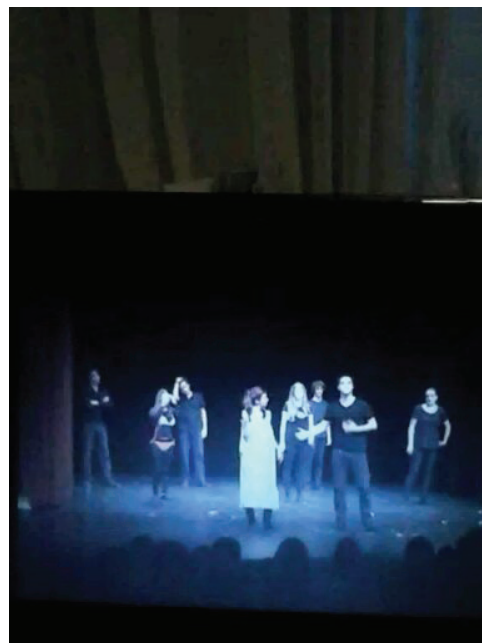
Humour is a magic formula that turns language learning into an enjoyable experience for the learners and a rewarding one for the teacher. Staging drama pieces, mostly comedies, is an easy way to incorporate motivation and emotional charge into instruction techniques.

Reinforcement activities and play rehearsals are suitable for extensive language practice which leads to fluency of speech.

The fun of acting serves as an extra-linguistic aim, shifting the purpose of language practice to the excellence of performance.

The procedure of staging drama pieces can satisfy all of the above mentioned conditions of approaching language acquisition the natural way.

Apart from the dominant speaking skill, reading and writing skills are acquired simultaneously whenever their functions are necessary for the final goal - a drama piece to be publicly performed as perfectly as possible.





Personal growth

Underlying language learning advantages drama language courses offer other benefits with far-reaching implications for personal growth. One important feature is promoting learning for knowledge sake. It means shifting pupils' interests and motivation from getting marks to the contents of learning or to the fun of acting and staging plays.

This way of using the target language helps develop the learners' potential: their talents, creativity and imagination by giving them a chance to participate in directing plays and creating texts. They also have the opportunity of broadening their interests and finding new hobbies that bring joy to their lives.

Acting out various roles that different kinds of characters present can produce positive psycho-drama effects, such as: getting rid of inhibitions, self-realization and boosting ones self-esteem. Young people can overcome the fear of speaking in public or letting out subdued emotions. The feeling of achievement after each performance brings optimism and happiness into their lives.

So, no tests, no dictations, no grammar and no stress! The target language is used for playing, acting, singing and, of course, for communicating during all the activities connected with preparing drama pieces from *The Three Pigs* with first-graders to the adapted versions of *Hamlet* and *Macbeth* with secondary school age groups.

Conclusion

Speech competence is the first and often the ultimate aim of learning a foreign language which presupposes the mastery of its morphology, phonology and syntax. This makes it possible to create new utterances and spontaneously express one's own feelings, opinions, needs, etc.

Yet, classroom situations often do not provide enough space for creativity, oral practice and fun (especially for the young). The theatrical approach fulfils all the requirements for learning a foreign language in order to communicate orally with ease, precision and self-confidence.

UPCOMING EVENTS

1. 14th ELTA Serbia Conference, 20-21 of May 2016, Belgrade
www.elta.org.rs
2. 11th International and 15th National ATECR Conference, 9-10 September 2016, Prague
atecr.weebly.com
3. 26th Annual IATEFL-Hungary- 7-9 October 2016, Kaposvar
www.iatefl.hu
4. 9th ELTAM-IATEFL-TESOL International Biannual Conference, Re-imagining teaching: Rejuvenating and transforming classroom practices, 14-16 October 2016, Struga, Republic of Macedonia
www.eltam.org.mk



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Two outstanding highly practical courses run by tutors who know the financial limitations teachers have to work within. These courses are subsidised by SOL. SOL's policy is never to make a profit out of teachers!! They are suitable for teachers with many years of experience as well as those new to the profession. Both courses are in a most beautiful part of England!!

OR... how about a **holistic training course for teachers of English**, not only focusing on practical classroom methodology but also how to survive as a teacher?!! If so come and join our **SO(u)L camps this August in either Stará Turá (near Piešťany), Slovakia or Sremski Karlovci (near Novi Sad), Serbia!!!** Mark Andrews is supported by other first class trainers in both places and yoga and other activities will be part of the course!!

The inclusive price is €375 Dates: July31- Aug 7 in Slovakia, Aug 11-18 in Serbia. €150 voucher towards a summer SOL course!

FULL DETAILS on the website: www.sol.org.uk or e-mail sol@sol.org.uk and of the SO(u)L camps: www.soulcamp.eu

& from our Croatian coordinators, Irena Holik: irenaholik1@gmail.com or Lana Duka Zupanc: lane.dukazupanc@gmail.com

We run STUDENT COURSES throughout the year too! Unquestionably the best value in the UK! Full details from Irena or Lana or from our website

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24-26 March 2017

Solaris Beach Resort, Šibenik

