



inspire
& be inspired

Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English

NEWSLETTER

HUPE Newsletter No. 23 • June 2019





28th

**Annual International
HUPE Conference**

24 - 26 April, 2020
Valamar, Poreč, Croatia

EXECUTIVE BOARD 2019-2021

- Petra Blajić – 146 votes
- Anita Jokić - 146 votes
- Nino Sertić - 143 votes
- Tihana Svoren Kolarec - 140 votes
- Anita Žepina - 138 votes
- Ivana Rodiger - 117 votes
- Željka Jakušić Čejka - 115 votes



SUPERVISORY BOARD 2019-2021

- Dubravka Blažić - 162 votes
- Lidija Branilović - 162 votes
- Dajana Vukadin - 162 votes

Editor's Note

Dear colleagues,

Welcome to the summer issue of our HUPE newsletter.

Preparations for the 28th Annual International HUPE Conference are well underway and we invite you all to join us in Poreč, in April. In this issue, you can read about our members' impressions of the 27th conference.

Our branches have been very busy and in this issue, you can read more about the workshops they have organised.

HUPE representatives attend international conferences on a regular basis. Read about the IATEFL conference in the **International Conferences** part.

Are you interested in taking part in a HIPPO competition? Read Stela Pavetić's report on this year's finale.

An Erasmus+ Experience in Oxford by Jelena Magoš Kuten might prompt you to try Erasmus+ yourselves.

If you would like to contribute to the newsletter on a more regular basis, please contact us. We would like to have you on board!

We are also pleased to announce that HUPE is issuing a call for article submissions for the next HUPEzine.

We invite you to send your stories, comments, or reviews to hupe.newsletter@gmail.com.

Do not forget to write your name, surname, affiliation/institution and address at the beginning of the text. Photographs are also welcomed, but make sure you send them separately from the text.

This is my last issue of the HUPE Newsletter as an editor. It's not easy saying goodbye. However, I can take comfort in the knowledge that this newsletter, that I've grown to love so much, is in good hands.

Enjoy your summer vacation, HUPEteers – you deserve it!

Yours,
Dajana

27th Annual International HUPE Conference

HUPE Conference Report

DARIO ABRAM

Primary School Dr. Andrija Mohorovičić



Although I have been a HUPE member for almost two years now, it was not until my third meeting that I started thinking of going to my first HUPE conference in Poreč. It could be that I finally felt ready to go to such a large conference – introverted teacher alert – or that it was high time to do more in terms of continuing professional development. Or perhaps it simply took time for my introverted brain to grasp that HUPE meetings felt... warm, almost homely. That even the shyest of the members could find something (or someone) to hold onto and learn at least a tad more.

As mentioned, this year's, 27th Annual International HUPE Conference took place in Poreč from 12 to 14 April. Unfortunately, the weather was not that kind and inviting, but the people who attended workshops and talks made all the difference. The three-day programme included three plenaries (one per day), a large number of workshops and talks, not to mention two dance parties and a pub quiz, and plenty of coffee breaks to get to know the people you only heard of as well as those you could not wait to meet and give them a big hug.

After the grand opening, Stela Letica Krevelj was the first plenary speaker and the opener of the Friday session. In her talk *Where have all the methods gone?*, the focus was on the current English language teaching trend of teaching by the book or using textbooks as the primary means of teaching the English language. Of course, she mentioned constraints of novice teachers and their limits in terms of knowledge, skills, and experience, but also pinpointed some problematic (and common) practices in EFL classrooms. After addressing Croatian EFL teachers' most voiced concerns, she offered some well-founded and constructive recommendations in hopes of teachers finding them useful and effective in their own classrooms.

Aleksandra Popovski Golubovikj's workshop *Eyes Wide Open* was quite something. Teachers of English tend to use words solely as tools of eliciting ideas, but images, too, are what drives language learning forward. In her very brief introduction, she proposed the idea of integrating visual literacy skills with reading and writing more often, and then she quickly moved on to the practical part of the workshop where the participants could get a gist of the novelties that visual art brings into EFL classrooms. Using comics, matching parts of stories to their visual counterparts, making images introductions to lessons or even parts of assignments – these are only some of the activities proved to be invaluable in teaching languages.

Our next stop was a 60-minute panel discussion regarding the new curriculum and the *School for Life* experimental programme in Croatian schools, with the panellists coming from the British Council Croatia, the Ministry of Science and Education, and the Professional Working Group for Curriculum Development of the English Language Curriculum. Various topics were mentioned with some only touched upon – the amount of work expected as part of the curriculum reform; the novelties in terms of textbook and digital resources usage; the types of assessment expected both from teachers and from students, and its impact on student learning; what kind of support teachers could expect from the Ministry and the British Council; as well as future plans regarding Loomen, the online teacher professional development platform. Overall, it was an interesting and well-attended panel discussion.

The Saturday session continued the amazing practical approach to language teaching with Marinko Uremović's workshop called *The Anatomy of a Writing Task*. Though he is one of the two authors of the new Profil Klett textbook *Hello, World!* – the other being Ivana Kirin, whose amazing workshop I will mention next – he did not deal as much with the new textbook as he dealt with practical problems teachers face in their classrooms. He provided the audience with a plethora of ideas to use as much as they can, but more importantly, he laid out a writing task and led us all through it step-by-step, making it almost palpable and turning even the most inept handling of writing as one of the key elements in teaching into a mastered skill. We were also presented with some common misconceptions of assessing writing as well as traps and tricks in designing a writing task. *It's all about the process*, he often added. After all, our students need to get good at getting their ideas across in a variety of media, not master grammar at the cost of making their voices unclear, or even worse – unheard.

Ivana Kirin, on the other hand, led us all on a voyage through expectations, challenges, and rewards of the upcoming frontal implementation of the curriculum reform in her workshop *Curriculum Survival Guide*. She brought up numerous problems both teachers and students might face on a day-to-day basis, technical difficulties that might pop up every now and then, but also ideas



for better time management, assessment, use of digital tools, dealing with expected outcomes, and something we often overlook – self-care. Her experience with teaching in one of the schools chosen for the experimental implementation of the curriculum reform, evident in everything she mentioned throughout the workshop, offered us insights into changes the reform brings.

Now, the last day of the conference was ample! One of Sunday's stunning workshops was Jakob Patekar's *Breaking with Tradition*. It was a fine blend of everything mentioned in talks and workshops, correspondingly tied to the reform and long-needed changes in the way language teachers sometimes uncritically use textbooks, forgetting along the way that English is not equated with the USA, the UK, Canada, or Australia *alone*. It has long overgrown what even contemporary authors of textbooks consider standard varieties of the English language. Also, different kinds of people should be the main characters or at least given parts in the stories our students read and act out. He provided the audience with some tools for managing different levels of students' knowledge and skills, often getting back to the proposed idea of giving our students a chance to use other languages they know or are skilled at. When teaching grammar, teachers should pay attention to what they teach and what their students will need in real-life situations, not what the textbook demands to be learned. In terms of writing, though, it needs to be taken more seriously and carried out as a process, not solely as a result. It was quite an inspiring workshop and a well-received one, as well!

Finally, the last plenary talk before the closing ceremony was given to Jen MacArthur. Its name: *How to Eat a Poem*. Borrowed from Eve Merriam's poem, the talk was something I truly cherish. It is not always about the literature as much as about the values, ideas, and differences it integrates into lessons. The majority of students do not like reading, let alone reading poetry. There are many things here at stake, though poetry is something exceptional when it comes to teaching English. Starting with nursery rhymes at a very young age, children learn the sounds, the prosody, the emotional impact a carefully chosen word can have, whereas older students become more and more unimpressed by the imagery poems provide more than any other type of text due to reasons a whole new talk could be forged around. All in all, poetry opens the door to other cultures and languages, while at the same time it explores content and allows our students to dig deeper and think more critically. MacArthur's talk was a pure delight.

And then the main conference room emptied. There were no more plenary talks or workshops to be run in any of the other rooms, too. With such a wide array of topics and viable ideas, it comes as no surprise that the conference attracted rivers of teachers eager to upgrade their teaching practice. We all had to carry our luggage to our buses and cars, give each other hugs even bigger than the ones when we met, and take the best memories back to our homes. Finally, without further ado...

Anita, Nataša, and Davor, thank you for being the best road trip company one could ever wish for. Speakers, thank you for being an inspiration to all of us novice teachers and providing us with tools to make the most out of every lesson. I would also like to sincerely thank the HUPE Conference Organising Committee members and student helpers for making my first HUPE conference a truly memorable one. And everyone else, it was my pleasure getting to know so many people sharing the same vision and enriching all three days of my stay in Poreč.

There is much to be learned and yet to be done, but in the end, HUPE truly does come down to a group of people who make you feel safe, treasured, understood – and loved. They quickly grow on you, then they get under your skin, and suddenly you cannot imagine your life without them. As Dr. Seuss once wrote, *My alphabet starts where your alphabet ends!*

So start somewhere. Perhaps even with the 2020 conference.

Miles to go

For whom the bell tolls...

Anita Damjanović
Primary school Sesevski Kraljevec

This is the second consecutive year that HUPE was held in Poreč, home of the Euphrasian Basilica inscribed on the UNESCO Heritage List because of its uniqueness and significance for early Christian architecture. I remember how my parents' insisting we visited this breathtaking cathedral gravely annoyed me when I was a child. I resented them for pulling me away from my summer activities only to roam around some ancient ruins full of cobwebs.

This time I went of my own free will. I climbed all the way up to the Bell Tower and stood there in silence and awe for some time. As the sudden rush of wind caressed my face on its way to the open sea, I felt reinvigorated and a sudden urge almost overcame me, the urge to pull the clapper and sound my joy.

That's kind of how I feel when I get to HUPE. It's the top! It's knowing that you're among people who share your love and enthusiasm for the job. People who will shake you out of your boots and inspire you to go back and try even harder and do even better than before. People who will make you want to pull the clapper.

HUPE once again succeeded in fulfilling all my expectations with an array of interesting plenary talks, lectures and workshops. A regular conference attendee like me is often faced with the impossible task of choosing among them since they often overlap. Until humanity develops a technology that will support bilocation or better yet, multilocation, I come to HUPE prepared – with friends. My friends and I select lectures and workshops that interest us and then strategically fan out. Besides being very effective, this strategy does wonders for your dinner-table conversations.

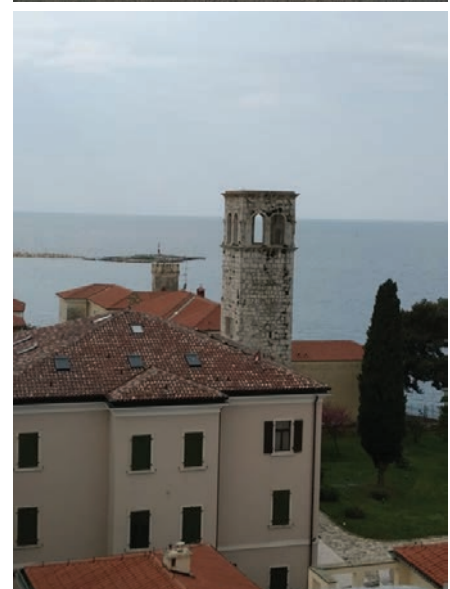
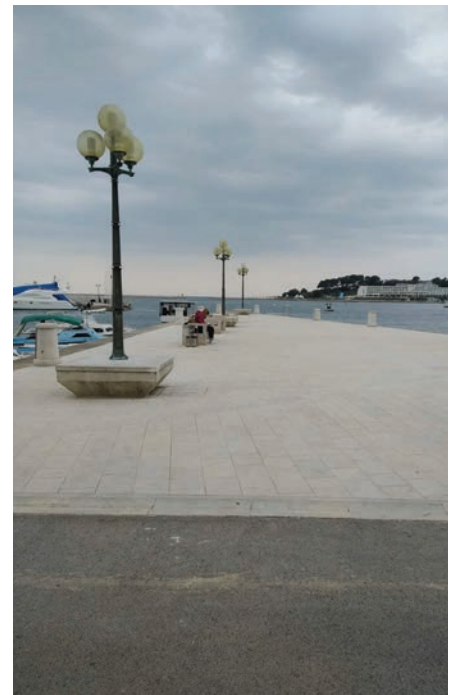
However, we did go together to one event - the *School for Life* panel discussion. It seems to me that this was also the most visited event. As a teacher doomed to tackle curricular reform head on next year, I wanted to find out about the effects I could expect on a micro-level in my class. While the speakers managed to disperse some of my fears, I was still left with a strange combination of self-doubt, excitement and anxiety.

On another note, Conrad Kellet's interesting talk *Lifting the Book from the Page* taught me how to make any textbook interesting and entertaining for my students. Some of his ideas I have used in my classroom since, and they have proven most effective.

I would also like to emphasize a very interesting interactive workshop by Marina Sertić and Nina Rezo, as well as a very relevant and useful workshop on assessment by Iva Palčić Strčić. Through real-life examples, Branka Šegvić convincingly demonstrated that the *out with the old and in with the new* policy did not necessarily apply to the notorious translation method.

All plenary speakers delivered interesting and relevant talks but if I had to single one out it would be *How to Eat a Poem*, the closing plenary by Jen MacArthur only because of my strong personal inclination towards poetry.

In conclusion, over the years HUPE has become both a place of elation and humility for me. Over and over it encourages me to take pride in my work but at the same time reminds me that I still have *miles to go before I sleep...*



The 27th Annual International HUPE Conference

Mirta Kos Kolobarić
Secondary School of Economics
Slavonski Brod

Having skipped the 26th Annual HUPE Conference, I was really looking forward to attending this one, for two reasons, actually:

1. I have never been to Poreč before;
2. After four years of running Slavonski Brod HUPE Branch, I did not have any duties in the Organizing Committee, which meant I could socialize a bit more with my dear friends and colleagues from all over Croatia and from other countries as well.
3. The third (I know I have previously mentioned only two) reason should be added, of course: professional development. Sharing experiences, examples of good practice and practical tips with colleagues all make HUPE conferences the perfect way to develop yourself as a teacher.

So, first of all, *the venue*. Poreč totally lived up to my expectations – a wonderful city, within a few minutes walk from the hotel, it has so much to offer. The Euphrasian Basilica, listed on the UNESCO World Heritage List, the wonderful small and narrow streets, and the sea itself are great reasons to visit Poreč. The hotel, its staff and the food (so delicious) were all excellent. Since all participants were staying the hotel, as usual, it was the perfect opportunity to run into some friends I have not seen for a while, to grab a cup of coffee and have a chat.

Regarding *professional development* – in a nutshell, it was relevant, up-to-date and practical.

Where have all the methods gone?, a plenary by Stela Letica Krevelj, encouraged us to re-examine the way we teach, to look at what we stress in our teaching practice and to see how our students feel. The snapshots of textbooks which were used as teaching materials when I was studying English in primary school, evoked some pleasant memories from my own childhood and school days. Deborah Healey's plenary, *Telling Our Stories*, was engaging, inspiring and practical. Deborah presented excellent tools to help us involve students in digital storytelling, as well as some practical activities and those that she had done with her students.

As always, when there is a wide range of workshops to choose from, you are facing a difficult decision. My choice proved to be perfect. I will single out a few which are relevant to my secondary school context.



In her workshop *QR Codes and Responsible Tourism*, Ankica Šarić presented some activities which her students did while participating in an Erasmus+ project. The activities required students to use their knowledge, critical thinking and digital skills to produce materials which were later used as one of the final products of the project. She presented some lovely ideas.

Mojca Belak had another great workshop – *Listening and Speaking through Storytelling*. It was as if she had cast a spell on all of us present at the workshop. We were listening carefully to all her stories and enjoyed doing activities related to them – drawing things, predicting, acting, engaging in role plays... Definitely activities I will use with my students.

Branka Šegvić dealt with a very controversial issue in her workshop *ELT: Notorious Translation Method*. I was glad to see that there are other people sharing my opinion that we should not turn our backs on translation in English lessons. Branka demonstrated a few activities involving translation, which could be, not only very entertaining and useful for our students, but which could also help students clarify certain grammar structures and vocabulary items.

Feeling a bit tired and overwhelmed with everything I heard and learned in those two days, I was thinking about skipping the last workshop on my list in order to have a cup of coffee instead. Luckily, I changed my mind. It was a wonderful workshop delivered by two younger colleagues, Ana Inić and Marina Mrazovac – *Just the two of us – co-teaching grammar*. They presented team teaching or co-teaching, a method in which the knowledge and expertise of two teachers teaching difficult bits of language to the same class simultaneously can be used to help students understand the content through various activities. It was very insightful, practical, inspiring and showed that we have a younger generation of teachers who are enthusiastic, motivated and interested in various ways of improving the teaching process to the benefit of our students.

The socializing aspect – over the years I got used to the fact that winning the prizes (raffle, quizzes, etc.) is not something I am destined for. I took part in the pub quiz, but just for the fun of it. And fun it was. Laughing and joking with my friends, guessing the answers while participating in the quiz light-heartedly was great.

I am not about to mention my age but I have been around for quite a while, at HUPE conferences I mean. From each of them, I have wonderful memories and have developed myself a little bit more as a teacher, this year even more since I had my own workshop at the conference. Interaction with colleagues, suggestions on how we all may further develop the material we are covering with our students, the exchange of ideas... these are all reasons why I will do my best to show up in Poreč next year as well, either as a speaker, an attendee, or both.

HUPE STUDENT HELPERS

Sara Vukša

Having taken part in the 27th Annual International HUPE conference has really been an enriching experience. I was given the opportunity of attending a myriad of different lectures and workshops which helped me collect some interesting tips and tricks, and helped me get better acquainted with the teaching profession. Besides that, I managed to meet many new people and build connections with experts in the teaching field. The conference was a perfect mix of topics, people, and good atmosphere. On top of this, the organization of the event was impeccable. I had a great time and look forward to my potential future participation.

MIJA ANTONIA RADOSAVLJEVIĆ, IIIJG , Srednja škola Mate Balote Poreč

On 13th of April 2019, we participated in the 29th Annual International HUPE Conference held at the Diamant Hotel in Poreč. Accompanied by our English teacher Vlatka Kliman, we took part in two lectures.

The first lecture started at 10 AM and was held by Mark Andrews. We were divided into three groups. We talked about different things linked to decision making. The topic which interested us most was: "Should the voting age be 16?" It was amazing how we all had different opinions and reasons. The lecture was very educational, relaxed and useful. It was fun talking to friends only in English because we were enriching our vocabulary. We were amazed by the teacher Mark Andrews, and his way of arising our interest. After the first, lecture we had a short break.

The second lecture started at 12 and was held by Deborah Pooley. The lecture was about forming and voicing opinions. We discussed social robots. The fact that we had such different opinions was intimidating. We were divided into two groups. Each group chose one person to represent them in the debate, or so-called, verbal box. One group was for, and the other was against the topic. Due to the fact that we had to use the phrases we had just learned in the lecture, the debate was not so easy. But, everything taken into account, we had fun and learned something new.

We were all relaxed and enjoyed talking in English. When we finished, we had lunch and went home afterwards. This was our first ever conference and we were delighted as we were learning and having fun at the same time. Thanks to our teacher V. Kliman for making this possible!

A Saturday well spent.



HUPE BRANCHES

HUPE Karlovac

HUPE – Branch Karlovac ran its first meeting in the school year 2018/2019 **on Tuesday, 5 February 2019 at 18:30 in The Industry and Trade Vocational School, Domobranska 2, Karlovac.**

Marina Hadžimerović, an experienced primary school teacher from Medvedgrad Primary School in Zagreb, EFL councillor, teacher trainer and materials designer held a short talk on the use of music in class and ran two workshops.

Marina's main field of interest is using songs in teaching. She has run numerous workshops at conferences and seminars in Croatia and abroad. She is a HUPE ex-board member, language and music lover, and an educator at heart. She is eclectic, curious and open-minded and her workshops creative and great fun!

The first workshop, **Overture Undersongs** offered six songs by famous bands/singers that have never reached the TOP 10, but are nevertheless awesome. In this workshop, after a short introduction into the theory of the use of music in the classroom, the presenter showed how to practise different skills and points of language focus. The presenter had prepared a handful of ready-made activities in handouts for immediate use in class which can help teachers teach creatively and let students have fun in the acquisition of affective and effective vocabulary and grammar, expressing opinions and fostering creativity. A variety of tasks engaged the participants in pair/group work and choral practice.

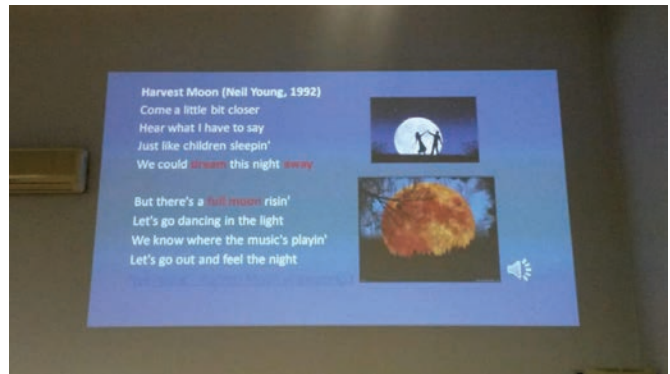
The most active participants won CDs. The playlist included:

1. Noel Gallagher: The Death of You and Me
2. Neil Young: Harvest Moon
3. Sade Adu: Love is Stronger Than Pride
4. Jim Croce: Time in a Bottle
5. ABBA: Eagle
6. The Beatles: Blackbird

The second workshop, **Hearts and Shamrocks**, related to St. Valentine's and St. Patrick's Day, offered interesting Valentine & St. Patrick word searches and crossword puzzles both for primary and secondary school students as well as ideas on how to teach parts of speech in a creative and fun way.

This short workshop encouraged teachers and a few students among the attendees to express their opinions and discuss certain topics.

The participants enjoyed the music of Billy Joel, The Beatles, Christina Aguilera, Emmylou Harris, Fairground Attraction, Frank Sinatra and Traditional very much.



HUPE – Branch Karlovac had its second meeting in the school year 2018/2019 on **Tuesday, 9 April 2019 at 7 p.m. in the Industry and trade Vocational School, Domobranska 2, Karlovac.**

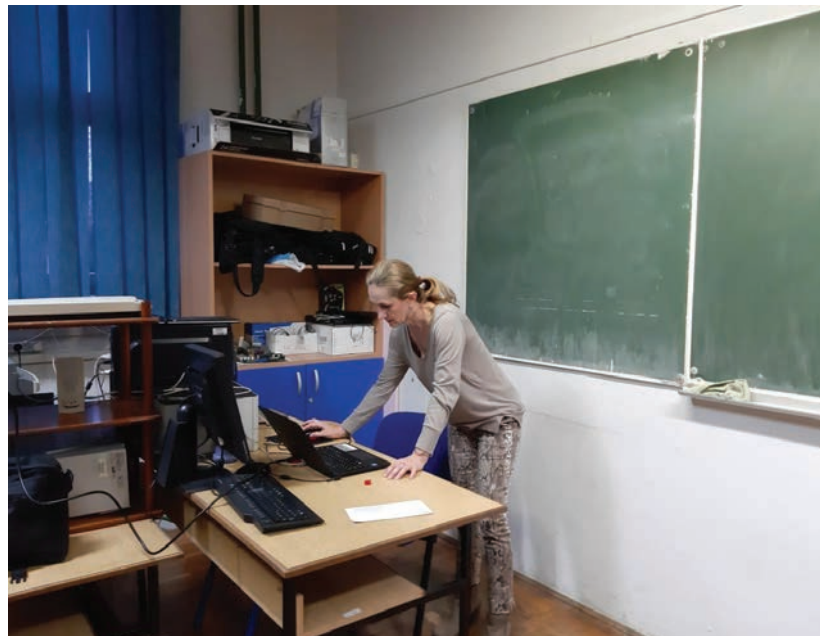
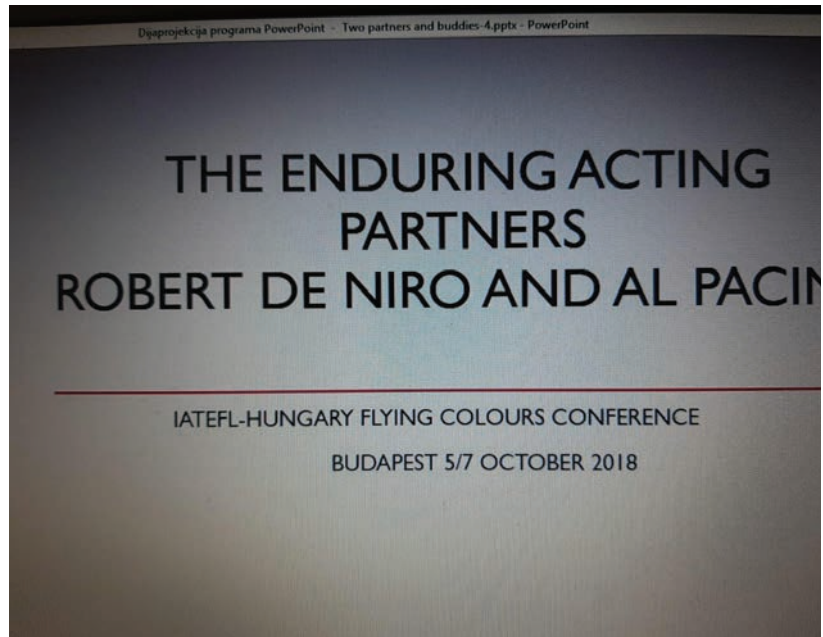
Dubravka Lapčić, a teacher of English and French at the Industry and Trade Vocational School in Karlovac and HUPE-Branch Karlovac president ran the workshop **“Two Enduring Acting Partners - Robert de Niro and Al Pacino”**.

In a short introductory talk, the presenter drew attention to the advantages of using films and videos in class and showed why it is enjoyable both for students and teachers. The aim of this workshop was to encourage teachers to use more films or videos in class and to boost students' interest in this learning tool, as well as to **show and explain why this learning tool should be brought into class more often and what the benefits for students are.**

Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool. **Learning from films is motivating and enjoyable and motivation** is one of the most important factors in determining successful second-language acquisition. The presenter reminded us of the fact that films and TV shows are an integral part of the students' lives so it makes perfect sense to bring them into the language classroom. Teachers could see how a film, as a motivator, can make the language learning process more entertaining and enjoyable.

There was a discussion on another benefit of using film in class, which is as a source of authentic and varied language which provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversations. We agreed that film exposes students to natural expressions and the natural flow of speech and it was interesting to see how the visuality of film enables learners to understand more by visual supports such as facial expressions and gestures simultaneously.

The workshop showed that using film or videos in class can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. Not only did we enjoy the story of **Two Enduring Acting Partners - Robert de Niro and Al Pacino** and interesting and entertaining videos from their films, but also have seen how a film/video can act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising, which makes the learning process more fun!



HUPE – Branch Karlovac ran its third meeting in the school year 2018/2019 on Tuesday, 4 th June 2019 at 07:10 p.m. in the **Industry and Trade Vocational School in Karlovac**, Domobranska 2.

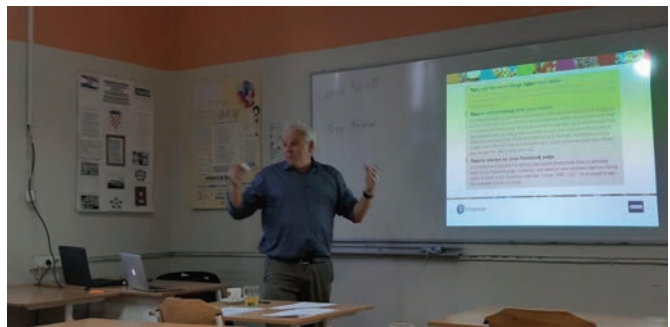
Konrad Kellett, a Pearson teacher trainer, ran the workshop *“School for Life Goals: Classroom to Real Life”*.

Conrad Kellett has been a teacher, teacher trainer and director of studies for many years, working predominately in the UK and Croatia where he currently resides. Conrad teaches across all age ranges and is still actively teaching both primary and secondary children in Croatia. This enables him to see the best of both worlds and exploit the advantages of both. He is also an examiner for several of the most prestigious English examinations. He regularly delivers teacher training workshops on behalf of Pearson, The British Council, Study group International and View Magazine. With an educational background in English language and Literature he has a passion for encouraging students and teachers to be creative and ambitious in lessons. He believes creativity is the key to memorable lessons and effective learning outcomes.

In this workshop, Conrad Kellett showed how to create a pathway to blend the classroom and real-life situations. During the workshop we looked at strategies and activities that will enable our students to take a more central role in their learning experience, encourage independent learning and facilitate communicative language communication as well as boost cultural communication competence. As the presenter said, we have the tools at our disposal and we just have to utilise them!

This workshop was most enjoyable, engaging teachers in practical activities for the classroom, instructing them on how to engage students creatively in more personalized tasks and activities.

Dubravka Lapčić
HUPE – Karlovac Branch President
Industry and Trade Vocational School
Karlovac



RIJEKA BRANCH MEETING REPORT

11 May 2019

The third HUPE Rijeka Branch meeting was held at Gradska knjižnica Rijeka, ogranak Trsat – American Corner in Rijeka on May 11th, 2019. Twenty members attended the meeting.

The agenda included:

1. Ana Inić and Marina Mrazovac: Co-teaching grammar
2. Dorina Badurina: Investigating content and language integrated learning in Croatia
3. Nataša Žarkov: 27th Annual International Conference in Poreč

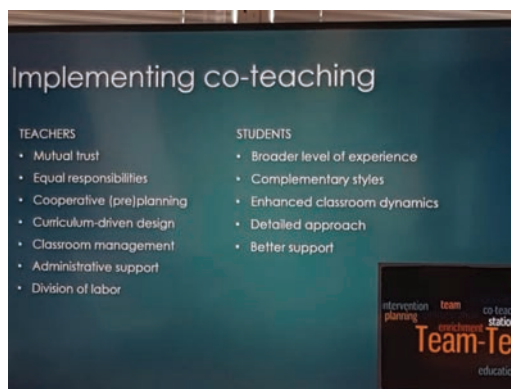
The first workshop was held by Ana Inić, from Prirodoslovna i grafička škola Rijeka, and Marina Mrazovac, from Glazbena škola Ivana Matetića Ronjgova. The aim of this workshop was to offer first-hand co-teaching experience in grammar lesson design. Certain grammatical structures, such as the causative have, can be quite challenging for students to acquire. Using various methods can be useful in overcoming these obstacles. One such method is co-teaching.

The aim of the second workshop, held by Dorina Badurina from Srednja škola Ljudevita Adamića, was to familiarize the teachers with the CLIL approach and its characteristics in Europe and Croatia. Moreover, the presentation aimed to provide insights into teachers' thoughts and concerns about the challenges and benefits of CLIL obtained as part of a case study in Andrija Ljudevit Adamić High School in Rijeka. Although CLIL is seen as an innovative approach that promotes linguistic diversity in education, CLIL warrants more attention from national institutions, higher education programmes, and secondary education policies.

Nataša Žarkov, HUPE Branch President, talked about the 27th HUPE Conference held in April in Poreč.

If you wish to join HUPE Rijeka, contact me at hupe.rijeka@gmail.com.

Nataša Žarkov
HUPE Rijeka



SPLIT BRANCH MEETING REPORT

The third HUPE Split branch meeting for the school year 2018/19 was held on May 31, 2019, at Osnovna škola don Lovre Katića. The agenda included:

1. Ivana Bokavšek: Digital Storytelling
2. Alenka Miljević : School for Life in Experimental schools
3. AOB

The first part of the meeting included a workshop titled *Digital Storytelling*. Ivana Bokavšek demonstrated how technology, if applied appropriately and innovatively, can enhance student communication skills. The workshop provided teachers with hands-on opportunities to explore ICT tools WordCloud, H5P and Adobe Spark Post that support creative learning and innovative teaching. Ivana offered specific examples and practical activities designed to spark student curiosity and creativity.

In the second part of the meeting Alenka Miljević shared her experience about the experimental programme *School for life* in practice in the round table format. The focus was on planning, assessment and the use of new technologies in teaching. Fourteen English teachers actively took part in the discussion.

We are thankful to all the participants for joining and making the meeting dynamic and productive!

Vanja Fazinić
HUPE Split Branch President



HUPE ZAGREB - 4TH BRANCH MEETING

The last Zagreb Branch meeting before the summer break was held on Friday 31st May at Čarobna riječ.

We had the pleasure of attending two great talks which were recommended by our members and were already held at the annual HUPE Conference in Poreč.

Jakob Patekar delivered a great talk on some traditional English teaching and learning, and how we can break with tradition. This involves going beyond English in the English classroom, exploring the way we write with our students and, in particular, changing the way we assess grammar.

Ivana Kirin spoke first hand about how she embraced Škola za život in her classroom. She told us about what was good and what needed change. Other colleagues also shared their experiences so it was really useful to hear what is waiting for us in September in grade 5. She provided tips and tricks so we can start the new semester more relaxed.

It was a great pleasure to invite Jakob from Rijeka, Ivana from Osijek, and also greet 33 joyous teachers on a Friday night.

The next meeting is in September when we will decide who is going to be the new branch president.

Have a great summer and get in touch if you have any interesting stories to share at our meetings.

Lana Duka Zupanc
HUPE Zagreb



REPORT - OSIJEK BRANCH

The third HUPE Osijek Branch meeting in 2018/ 2019 took place on 15th June 2019 in American corner.

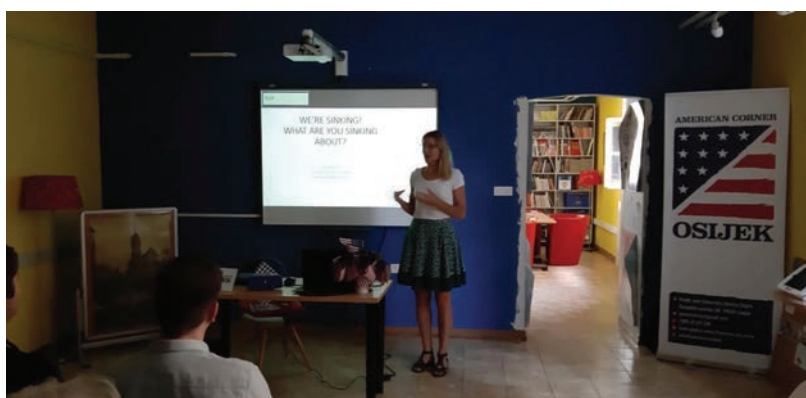
The agenda was:

1. Ivana Marinić: We're sinking! – What are you sinking about?
2. Branch president elections

Our speaker Ivana Marinić held a great lecture about the importance of teaching pronunciation to young learners. In today's world where there are more non-native speakers, is it really important to focus on pronunciation? She stressed that sometimes strong accents can make communication difficult. That is why we should give more importance to teaching and practicing pronunciation. One more question was addressed in her lecture, should we teach phonetics or not. Does it help young learners or not. She offered a lot of interesting activities and ideas how to teach and practice phonetics and pronunciation with primary school pupils and with secondary school students. The topic of her lecture was so interesting that there was a lively discussion and other participants shared their opinions, ideas and experiences.

After this interesting lecture, we had elections for a new branch president. It was not hard to decide since our only candidate was Kornelije Juranić. He is from Našice. For the past 12 years, he works in primary school Vladimira Nazora in Feričancima. He teaches English to students from 1st to 8th grade and German to students from 4th to 8th grade. I am sure that he will be a great addition to HUPE board and I wish good luck in new challenges as HUPE Osijek Branch President.

Tihana Svoren Kolarec
HUPE Osijek



INTERNATIONAL CONFERENCES

**Irena Pavlović, prof. savjetnik
Srednja skola Čazma**

After dozens of various teacher training events all over the world, including a number of international conferences, I was lucky enough to get the opportunity to attend the 53rd International IATEFL Conference and Exhibition that took place in Liverpool, UK, in the first week of April.

Expectations? Huge. Though I wasn't actually sure what to expect – the sheer numbers: participants, presenters, rooms...sometimes felt intimidating. How do you plan what to do and where to go when there are ten breakout sessions throughout the day and each of these has more than twenty talks and workshops to offer?

But, despite the numbers and the size, the event has a positive and friendly atmosphere (which is hardly surprising – this is an event for teachers, after all). So you often miss a talk or workshop you planned to attend because you end up talking to a total stranger, a person from another part of the world who shares the same passion you do – teaching English. Though there was a map of the world where attendees marked the beginning of their journey to Liverpool, you don't actually have to look at it to see what a truly international event IATEFL is. You can see that just by looking at the mix of people at the conference, all involved in the same thing but coming from completely different contexts. What is more – and very rarely the case in our country – many of them came to the UK at their own expense on their annual leave. Need I say more about the perspective our colleagues around the world have on continuous professional development? I guess not.

Another great reason to miss the session you wanted to hear is to end up talking to people who aren't strangers to you (though you are to them) – to the ELT 'celebrities' who are actually pretty down-to-earth and happy to chat or take a picture with you. Though you have to be prepared that most of your Facebook friends and Instagram followers won't understand why you posted (yet another) photo with an old man with a long, white beard or the one with a slightly younger guy who always seems to be wearing the same tweed jacket, there are a few who will know how blessed you are for having an opportunity to discuss a thing or two with David Crystal and Jeremy Harmer.

And, of course, you'll probably realize you can never be alone. It is the same group of hundreds of people who you'll meet wherever you go. There are a number of familiar faces – people you've worked with on different projects, people you met at previous conferences or online. I was surprised to see how many people in the industry I actually knew, even if it is just because I was reading their blogs or taking online courses. So another added value was having coffee with people I had only interacted with in a virtual world.





Besides learning and networking, there are plenty of opportunities to have fun with so many evening social events that you can attend. Though I missed it, Pecha Kucha was apparently great. As was the international quiz – multimedia extravaganza under the management of Gavin Dudeney. There were global teams, with diverse interest and knowledge trying to score more than others. It was the best two hours at the conference! (The answer to your question is yes, the team with the Croatians won. We were crowned Quiz Champions of Liverpool 2019. And yes, I did add that to my CV.)

I won't write about the content of the talks and workshops I attended because it might give the wrong idea of what the conference was all about. There were so many different topics, for experienced and less-experienced audiences; for early years, primary, secondary, tertiary or adult teaching; related to applied linguistics, business English or English for academic or specific academic purposes; about learning technologies, research and global issues... And so on. One person can only see a very small portion of it all, but I think it is virtually impossible not to find something for yourself and get fired up. The challenge is to keep that fire alive in our context, if only until the 54th IATEFL next year in Manchester.

HIPPO OLYMPIAD 2019 - Hippo “English Without Borders” Competition



Every teacher dreams of having great students, students who know every answer, students who always do their homework, who are active participants during the lessons, and who ask the right questions. We have many students like that, but sometimes we feel that we are not enough... They sometimes do not have many opportunities to test their knowledge outside of school, especially students in a small village school like mine.

Two years ago, I heard about the HIPPO organisation and competition and I thought to myself: “Why not give those students an opportunity to test their knowledge on a higher level, in a more “real-life” situation?” My students have been asking me about English language competitions for ages. There is an official competition in Croatia for 8th graders, but not for younger students, and they really like competitions. That is why, when I heard about HIPPO, I decided to give it a try. I visited their web page and got in touch with the representatives of the Global Hippo Association, registered my school as a venue for the preliminary round, and my job was almost done.

So far, I have organized two preliminary competitions in my school, I have taken my students to Križevci to the semi-final round twice and this year, and one of my students entered the final round of the Global Hippo Olympiad Competition. The final round, with 165 finalists from all over the world, was held in Lido di Jesolo, Italy, on the 12th of May 2019.

Before I get into the details, let me tell you something about the HIPPO Competition. As stated on their web page <http://www.hippo-competition.org/index.html>, the “Hippo “English Without Borders” Competition is an international competition which promotes the English language, challenges students around the globe to compete in English language knowledge, and improves the co-operation between teachers. The competition encourages the development of a shared sense of identity and integration and serves as a role model for young people living together as one community. The main goal is to create and nourish friendly relations, international understanding and a spirit of sporting competitiveness between young people interested in the English language from all around the world.”

And it indeed does all that. The organisation has three representative offices:

Global Hippo Association Serbia - Nemanjina 8, 23000 Zrenjanin

Global Hippo Association Italy – Strada Santa Maria in Valle 17, 05100 Terni

Global Hippo Association Croatia - Sidonije Rubido 7, 48260 Križevci

The 1st English language competition organised by the GLOBAL HIPPO ASSOCIATION was held in 2013, with about 5,000 participants from 6 countries and 43 finalists. This year's International English Language Competition was the 7th competition, with 36000 candidates from 34 countries in the preliminary round, 6135 participants in the semi-finals and 165 finalists. The competition is run by the GLOBAL HIPPO staff who are experienced in organising and running language competitions. The competition is intended for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide.

The candidates compete in 8 categories:

LITTLE HIPPO – Below Scale

HIPPO 1 – Pre-A1

HIPPO 2 – CEFR A1

HIPPO 3 – CEFR A2

HIPPO 4 – CEFR B1

HIPPO 5 – CEFR B2

HIPPO S1 – CEFR B2

HIPPO S2 – CEFR C1

The procedure of registering is rather simple. Everything you need to know can be found and downloaded from their Application page <http://www.hippo-competition.org/eng/apply.html> and Registration page <http://www.hippo-competition.org/eng/reg.html>

If you wish to enroll a group of candidates and run the preliminary round of the Olympiad on your premises, you need to contact the Global Hippo Association (info@hippo-olympiad.org) directly for venue approval. There is a venue approval form which you should download and fill in and send to the Hippo representative for Croatia. You need written parental consent for each student and each student has to pay an entrance fee (it was 40,00 HRK for 2019). When you get a confirmation that your school (venue) has been approved, you get login details and all the information you need to register your students. The representatives for Croatia actually do all the rest. A week before the preliminary round you get the tests, you download the audio for the listening part of the test and you are ready to start. After the preliminary round, you need to send the answer sheet to the address indicated on the test package.

In the preliminary round, the test consists of listening and reading comprehension in all four categories. Students qualify for the semi-finals if they get 100% in the test (sometimes less if there is a small number of students who get 100%). In the semi-finals, they also test their writing skills, and in the final round, students have a test in speaking skills.

All three rounds are a great experience for students, but the final competition is really something special. All finalists and accompanying teachers get a two-day half-board accommodation FREE OF CHARGE in Lido di Jesolo in Italy.

That Saturday when we got to Lido di Jesolo on the 11th of May, from almost the moment we arrived we had fun, the students had a great afternoon on the sandy beach near the Hippo village with one of the teachers from the organisational team. He prepared dozens of activities for the students to get to know each other and to increase motivation and get them speaking English. They were teamed up with students from different countries, so whether they were prepared for it or not, they had to speak English immediately. Students also shared rooms with other students from different countries, so they actually spoke English the whole weekend.

Sunday was all about tests. In the evening, all students, their parents, and their teachers were invited to the closing ceremony where they announced the winners in all categories.

The prizes for the winners and runners-up were also given out – tablets or kindles for the winners and books and dictionaries for the runners-up and their teachers. The winner in the HIPPO 5 category won a two-week visit to Mizzou Academy, University of Missouri. All participants received an internationally recognized English language diploma.

Words really cannot describe all the positivity and emotions felt throughout the weekend. There were many opportunities both for students and teachers to meet new people, students and teachers from all over the world.

Global Hippo Team, thank you for a unique and wonderful experience!

Stela Pavetić, prof.
OŠ Veliki Bukovec



An Erasmus+ course in Oxford – a completely personal view

How should I describe the experience I got during this Erasmus+ course? I think, maybe, as overwhelming. Because that's what it is; you are completely submerged in the waters of a different culture, let alone language, reinforced with lessons about the same culture and language, which serve as a force which pushes you even deeper into these waters.

Sorry, I got poetic. But that's what you get, too, if you stay in Oxford for two weeks, you become at least a tiny little bit poetic. You can't escape that, being surrounded by the architecture, context and stories. You visit Tolkien's grave, a very modest slab of greyish stone, for example, in the Verdant Cemetery of

Wolvercote in Northern Oxford. You don't even want to go there, really, because, though you like his books and the world he created, you're not any kind of fanlike creature, but you follow a colleague from Spain who is. There you find yourself in an abundance of flowers and birds twittering and chirping and the peace and melancholy of a graveyard, and you stare with watery eyes at these names that he gave himself and his beloved wife. There you are, thanking him for all the joy that he created in his readers.

And then you go to Cotswolds and spend an afternoon walking the paths and streets of Burford. Every single scene that you see is worth being photographed and put on a postcard, and the scent, oh, the scent of those hyacinths and tulips in another ancient graveyard around a 1000-year-old church is so auromantic.

You get to walk in college halls and cloisters and you see the oh-so-familiar places from the Harry Potter films and you get this faint feeling of being in the real Hogwarts. And, if you're lucky, you wander the grounds of a college completely alone, admiring the trees and the flowers and the emerald lawns and soaking in the scents and the visions of the world so distinctly secluded from the busy streets with too many buses and tourists.

You go to the museums, of course, and you are bewildered by the clutter of what appeared to you as one of the best museums you've ever been to, at Pitt Rivers.

You get to go to the concert of The King's Singers at the Sheldonian Theatre and the sound is magnificent and you go to The Mousetrap at New Theatre and you do understand why it's been playing for so long at the stages around the world.

Of course, you live in a family, a proper



Burford



AGENCIJA ZA
MOBILNOST I
PROGRAME EU

English one, and you don't know how to unlock the front door, because the lock is something incomprehensible to a Balkan girl, and you learn, oh, you learn so much about the upbringing and the utter respect they have for their children, however small. And you understand why they're so relaxed and yet so distanced from the world, because you get to feel their British pride... and how it's changing, due to all the embarrassment and the turmoil of Brexit – the Brexit situation and that they get to experience the fact that their great nation is not THE factor in the contemporary world anymore and that the old song of Britannia who rules the world is no longer true.

You get to know all those wonderful people from all around Europe and you try to stay in touch afterwards, because you really, really want to do something together with them. And you do, and you bring pieces of precious knowledge back home to your kids at school. Along with the books that you buy at that wonderful proof of English care for community, the charity shops. You might even need a separate suitcase just for those books and you pray to God it doesn't weigh too much on the scales at the airport.

You go to the classes, of course, and you learn a lot. So much that you get the notion of how much more there is so that you'll never be able to say that you truly speak any language. And if you're lucky, your teachers are so impregnated with British humour and wit that you rejoice at their appearance.

You get to eat/drink cream tea. Mmmm...

And then you walk again, you constantly walk around, wondering at the fact that you're there.

And then you just sit in a deep armchair at Blackwell's with a book on your lap for hours, leafing through it, watching people leafing through their choices. You rest, you breathe in England.

Jelena Magoš Kuten, prof.
II OŠ Vrbovec



New College cloister

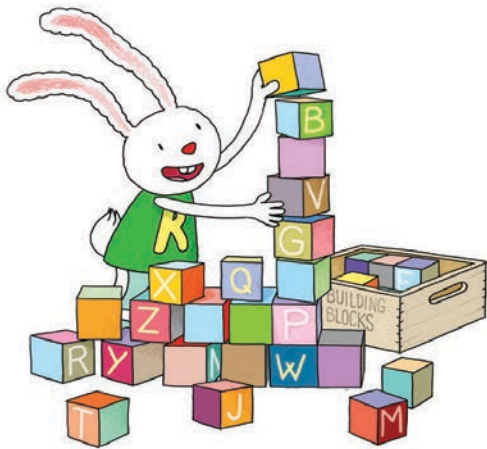


Oxford



The Radcliffe Camera

Zavirite u naše nove udžbenike i upoznajte se s njihovim prednostima!



NEW BUILDING BLOCKS

Seriya **New Building Blocks 1 – 4** kroz interaktivne obrazovne pristupe osigurava **samostalnost u ovladavanju jezikom**, a na **zabavan i zanimljiv način razvija komunikacijsku jezičnu i međukulturnu komunikacijsku kompetenciju**, pritom vodeći računa o **inkluzivnosti sadržaja**.



Hello, World!
inovativna je nova serija udžbenika od petoga do osmoga razreda osnovne škole koja potiče razvoj **kritičkoga mišljenja, samostalnosti u učenju i kreativno izražavanje** na ciljanom jeziku.

Novi udžbenici dolaze uz dodatnu podršku za sve digitalne i papirne potrebe svakoga nastavnog sata!



Nastavni listići **CLEVER ME!** jedinstveni su dodatni materijal koji prati propisani **Nastavni plan i program**, a odobreni su od strane **Agencije za odgoj i obrazovanje**.

Idealni su kao **dodatni materijal** u redovitoj nastavi engleskog jezika, u dodatnoj nastavi, za **rad kod kuće** i na **instrukcijama**.

Vježbajte još uz nastavne listiće!



POPUST
15%
na štandu





25 YEARS early stage

School of English for Children
Join us in expanding our brand worldwide.



English .

Imagination .

Adventure .

If you would like to join us on the linguistic adventure,
or just have a question, please get in touch at:

e-mail: franchise@earlystage.pl

phone: +48 795 154 931

website: www.earlystage.pl

Get lots of positive **energy** and new creative **ideas** to kick off your new academic year empowered and **inspired**.

the Bridge re-boot camp



ZUZANA
LABAŠOVÁ



MIKE
SHREEVE

2019



WHAT CAN YOU EXPERIENCE?

- Workshops that make you think & open your mind
- Morning yoga that caresses your soul and refreshes your body
- Food that gives your body and mind a chance to regenerate
- Beautiful natural environment and inspiring people (www.zajezka.sk/en)
- An international team of professional teacher trainers

749€ PRICE IS ALL INCLUSIVE

programme, vegetarian food, accommodation, study materials



bednarova@thebridge.sk



+421 917 596 154



www.teachertrainingcentre.com

What we can offer you as a teacher:

- ➔ A free place accompanying your students on a SOL course
- ➔ A shadow training course in Devon without students (€290-365)
- ➔ A No-profit price on a teacher training course in Devon (€790**)
- ➔ A No-profit price on either SO(u)L Camp ON The Danube (€395)

All courses are inclusive of all accommodation, food, local/UK transport

Mark Andrews tutors on the 2 trainer-led in-service courses.

** There is a €200 reduction for any teacher who has been to SOL in Devon before!!

All our training courses are truly INTERNATIONAL!!

STUDENT COURSES run throughout the year – our unique integrated programmes enjoy great feedback because of their impact on students' learning and confidence in using English! They are good for teachers too and **we** now offer the chance to teachers who have not been to England before to join one of these courses without students as observers plus some seminar time.

Full details are on our website www.sol.org.uk or the SOL table or from:
Irena Holik (irenaholik1@gmail.com) or Lana Duka Zupanc (lana.dukazupanc@gmail.com)

SOL

**Learn British English in
the UK, the home of the
English language**

*We're a boutique English
school in the centre of Bath
providing year-round English
courses for adults and
juniors*



**Languages
United**
Bath School of Languages



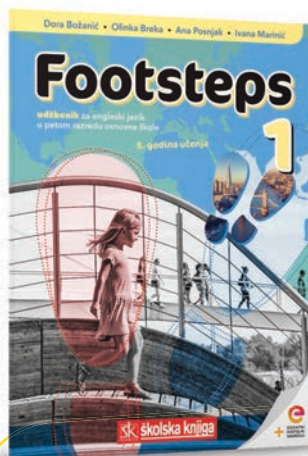
New Dimension of Teaching

Upoznajte nove udžbeničke komplete engleskog jezika i cjeloviti sustav udžbenika Školske knjige



TIPTOES 1

udžbenički komplet za početno učenje engleskog jezika u prvom razredu osnovne škole



FOOTSTEPS 1

udžbenički komplet za učenje engleskog jezika u petom razredu osnovne škole, peta godina učenja



FORWARD 1

udžbenički komplet za engleski jezik za prvi razred gimnazija i srednjih četverogodišnjih škola

 **školska knjiga**

THANK YOU

OXFORD
UNIVERSITY PRESS

N
NARODNE
NOVINE

udzbenik.hr



Pearson

LJEVAK



VALAMAR
HOTELS & RESORTS

PROFIL Klett

PLATINUM SPONSORS

GOLD SPONSORS



Express Publishing



SILVER SPONSORS



Poreč
You complete us



Pilgrims



early stage



CAMBRIDGE
UNIVERSITY PRESS



English in Action

Upcoming events

**The 14th International and 18th National ATECR Conference
NO LIMITS, 6-7 September 2019
Střední škola gastronomie a služeb, Přerov, Šířava 7
www.sirava.cz**

**28th IATEFL Poland Conference
Gdansk, 20-22 September 2019**

**29th IATEFL-Hungary conference
Engaged Spotlight on Learning
4-5th October 2019
Budapest**