

**THE 8th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL
CONFERENCE**

Skopje 31st October – 2nd November 2014

**MANAGING TEACHING AND LEARNING – MAKING THE MOST OF
BOTH WORLDS**
ENHANCING TEACHERS' AND STUDENTS' LIFE AND ORGANISATIONAL SKILLS

Skopje 2014

Dear speakers and conference participants,

We would like to welcome you to the 8th ELTAM International Conference!

ELTAM believes that Continuous Professional Development (CPD) has become more important than ever due to the constant changes in every area that affect the environment in which we work and live. CPD offers us the opportunity to keep up with these changes and become even more successful in our work. That is why ELTAM has put a lot of hard work and effort into organizing this conference. The purpose of the conference is to inform you about the key issues in ELT nowadays and examine different teaching practices. Also, the sessions on the programme were carefully chosen to meet this purpose because we want you to go home thinking that you have learnt something new, something that you can take into your classroom and make use of it.

However, do not think that the conference is only about CPD and learning. It is also about establishing relationships, meeting new friends and exchanging ideas. We organized the Conference Halloween Party on Saturday night, so that you can talk with your new friends and have fun.

Enjoy the conference!

Elizabeta Hristovska-Iceva

ELTAM President



JOURNAL

8th ELTAM - IATEFL - TESOL INTERNATIONAL BIENNIAL

CONFERENCE PROCEEDINGS

AND

2nd ELTAM JOURNAL

ELTAM will publish the papers which will be presented at the conference (speaker presentations and posters).

The Editorial Board of both publications as well as the anonymous jury are international. ALL presented papers will be published in both publications. The publication will be electronic and posted on the ELTAM web site: www.eltam.org.mk. The link to the first volume: <http://www.eltam.org.mk/filemanager/ELTAM%20Journal%20No%201.pdf>.

For more information, please visit our website!



Welcome to Skopje

Dear visitor,

Macedonia has a centuries-long tradition of heart welcoming hospitality. Just like the good old custom when visitors were cordially welcomed at the host's threshold being offered with jam and a glass of cold water laid on a crochet pad tray, a minor tradition among the countless customs in our Macedonian culture, ELTAM continues this habit by welcoming you to our capital city, where the venue of the 8th Conference is located. Although we believe that a single weekend is not enough to visit all significant places of interest in our city, we are offering here a list of must-see landmarks. Below is our short list of places worth visiting:

Mapping Skopje

1. The Old Railway Station

Where to find: In the very heart of the city at the end of the well-known promenade – Macedonia Street, next to the Ramstore Mall.

Famous for: being the first railway station that connected Skopje to Thessaloniki in 1873. Built by Velimir N. Gavrilovic in 1938, suffered the fatal 1963 earthquake. The clock over the main entrance is preserved to this day. It stopped working at 05:17 sharp in the morning of 26th July, the very moment when the disastrous catastrophe hit Skopje. Since 1970 it has housed the Museum of the City of Skopje. Among the invaluable exhibits, it contains a collection of 300 extremely rare pieces comprised in one of the permanent exhibitions on prehistoric times.



2. *The Stone Bridge*

Where to find: on the Vardar River, connecting not only the two river banks, yet the two cities, the old Skopje and the modern one, just across the newly modified and reshaped square Macedonia.

Famous for: Erected in the of the 15th century, believed to have been constructed either during the reign of Sultan Mehmed – the Conqueror or Sultan Murat II several decades earlier, taking the place of an older bridge built by the emperor Justinian.

3. *The Old Bazaar*

Where to find: Just across the Vardar River, going over the Stone Bridge, it offers a memorable stroll in the old part of the city.

Famous for: Abundance of old buildings, with a touch of oriental spirit, consists of amams, two churches, several mosques, art galleries, museums, Turkish inns, a covered market place called Bezisten, narrow cobbled streets and numerous crafts shops. It's one of the most picturesque parts of Skopje. Lately it has seen the renewal of the night life in the capital, so it's a must see in the late hours.

Places in the Old Bazaar:

Landmarks and amenities: *Daut Pashin Amam, Cifte Amam, Kurshumli An, Kapan An, Suli An, St. Spas Church, Mustafa Pasha Mosque, the Ethnological Museum.*

Night life: *Menada, Kaldrma Rakija Bar, Old House Beer House, New Orleans club, Galerija 8*



4. *The Fortress Kale*

Where to find: Overlooking the city of Skopje, located on the highest hill, with an excellent strategic position.

Famous for: Dates back to 536 AD, built just after the disastrous earthquake destroying the ancient settlement of Skupi in 518 AD. Part of the construction material has been taken from this ancient settlement. To this day 120 metres of the original wall have been preserved, while the rest dates back either to Ottoman period or to the reconstruction carried out after 2007.

5. *The Museum of Contemporary Art*

Where to find: Next to the Fortress Kale, perched on the neighbouring hill overlooking the Vardar River and the newly reconstructed arena Philip II. Address: Samoilova b.b.

Famous for: Its invaluable collection of paintings by: Pablo Picasso, Henry Moore, Hans Hartung, Victor Vasarely, Alexander Calder, Pierre Soulages, Henryk Stażewski, Alberto Burri, Christo, Enrico Bay, Robert Jacobs, Divier, and our national artists Lichenoski, Martinoski, Kondovski, Kodjoman, Grabuloski and many others.

Currently the Modern Art – Permanent exhibition (1964-2014) that will last until the end of 2014 is a must see that we warmly recommend.

- <http://www.msuskopje.org.mk/index.php>

4. Macedonia Square

Where to find: The very centre of the city. It is part of the Skopje 2014 project, comprising of numerous monuments, sculptures and fountains.

5. Matka

Where to find: 21km distance from Skopje, one of the canyons on the Treska River.

Famous for: The untouched and pristine beauty of the canyon and Treska's rapids around which both local and foreign tourists flock is a must-see! The view is spectacular! This area includes the artificial lake called Matka as well. The monastery church of St. Andrea is also situated here, a rare church dating from the 14th century, which houses several quite old frescoes depicting biblical scenes.



Other places of interest: *The Millennium Cross, the Vodno mountain, archaeological locality Skupi, the Feudal tower, the Aqueduct, the Monastery of St. Pantelejmon.*

Getting to Skopje

By plane

Via Alexander the Great airport: The airport is outside the city, yet there are taxi services transporting passengers for a previously agreed price of approximately 15 euros one way. There is also a shuttle bus service running from the airport to the city (timetable on the website)

- <http://skp.airports.com.mk/default.aspx?ItemID=345>

By train

The train station is located in the centre of the city, so you can get there by using the city public transport, taxis or if you are accommodated in the centre, on foot.

- <http://mztransportad.com.mk/index.php?lang=en>

By bus

It is part of the Transportation Centre, constructed just below the train station.

- <http://www.sas.com.mk/>

Time zone, weather and climate in October/November

Timezone: CET, or UTC/GMT + 2hrs

Humid continental climate. Colder weather in November with expected precipitations, although autumns can be very sunny. Temperature: around 10 °C.

Shopping

Ramstore Mall: if you are looking for an American mall, this is where you'll want to go. It has shops, restaurants, cafés and a cinema. www.ramstore.com.mk

City Mall: one of the new additions to Skopje as a modern city. It features stores such as Zara, Massimo Dutti, Pull and Bear and many more. www.skopjecitymall.mk

Vero Centre: another shopping mall near the center of the city vero.com.mk/

City Shopping Centre (GTC): the biggest shopping center in the city. It has cafés, restaurants, bars, banks and many shops.

Capitol Mall: the latest mall in Skopje. It's located in the Aerodrom Municipality. It has different shops, cafés and restaurants. www.capitolmall.mk

Shopping Centre Biser: also located in the Aerodrom Municipality with many shops, boutiques, and cafés.

Currency

Macedonian denar – MKD. 1 Euro is approximately 61.70 MKD, 1 USD – 48.80 MKD and 1 GBP – 78.30 MKD. You can easily exchange your foreign currency in the numerous exchange offices or the banks around the city.

Food and Drink

Macedonian cuisine has been famous worldwide. It includes delicious pastries (among which the well-known: *burek* and *simit pogacha*), traditional Macedonian meals (*Turlitava*, *musaka*, *tavce gravce*, *sarma*, *ajvar*, *pindzur*, *pastrmajlija*), desserts (like: *baklava*) and many modern types of food. The majority of Macedonian citizens enjoy a cup of warm Turkish also called Macedonian coffee (a blend of several sorts of coffee, prepared in the old Turkish way). *Rakia* is a national drink, although Macedonia is also famous for its quality wines. Another Macedonian delicacy, borrowed from the Turkish menu is *boza*.

Below is a list of restaurants we would like to recommend:

<http://www.restorani.com.mk/?language=2>

- Old House, www.starakuka.com Tel: +389 2 3131 376, +389 71 263 181
- La Tana, www.latana.mk Tel: +389 77 592 211
- Oreov Lad, www.oreovlad.com.mk Tel: +389 2 2057 958
- Restaurant 14, www.restoran14.com.mk Tel: +389 2 3076 411
- Uranija, www.uranija.com.mk Tel: +389 2 3118 030
- Gino Italian Restaurant, www.restorankajgino.mk Tel: +389 2 3121 109, +389 2 3233 668
- Pizza Fufo Galija, www.pizzafufo.mk Tel: +389 2 3112 486, +389 78 700 440
- Restaurant Mecho's, www.mechos.mk Tel: +389 2 3117 744
- Gostilnica Staro Bure (traditional inn), Tel: +389 2 3071 804
- Restaurant Bravos Club, Tel: +389 2 3212 813

Pizza and snack bars:

- Enriko, www.enriko.mk Tel: +389 2 3061 273
- Giovanni, www.caffegiovani.mk Tel: + 389 2 3063 228
- Bella Vista, www.bellavistaskopje.mk Tel: +389 78 255 842
- Plaza de Toros, Tel: +389 2 3228 155
- Veneto, Tel: +389 2 3086 660

... and a number of Mexican, Italian, Indian, Mediterranean, Chinese, fish and other restaurants as well.

Transportation around the city

http://www.infotaxi.org/macedonia_taxi/skopje_taxi.htm

Nase Taxi, Tel: 151 52, +389 70 415 152

Lotus, Tel: 151 57, +389 2 3109 114

City Taxi, Tel: 151 81, +389 2 2661 999

Plava Laguna, Tel: 151 92

Staro Vodno, Tel: 151 88, +389 70 149 188

Vardar, Tel: 151 65

De Luxe: Tel: 151 87, +389 2 2431 500

The Venue

The venue for the Pre-conference event is in the University American Collage Skopje (UACS) building at Blvd. Treta makedonska brigada no.60, in the Aerodrom Municipality, Skopje.

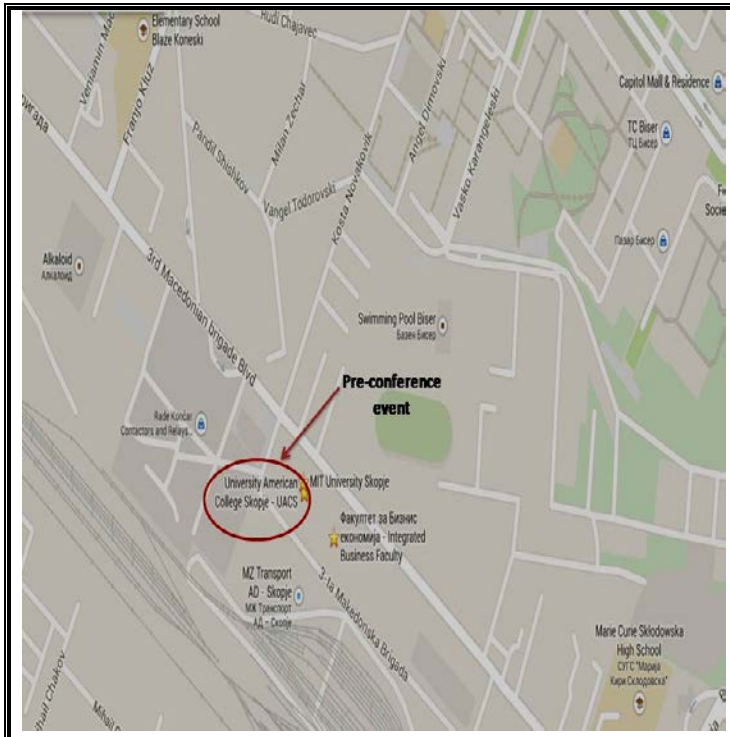
- <http://www.uacs.edu.mk/>

How to get there: From the city centre – bus no. 7. It is in the Aerodrom Municipality, around 2 km from the city centre, in the vicinity of MIT University and Integrated Business Faculty.

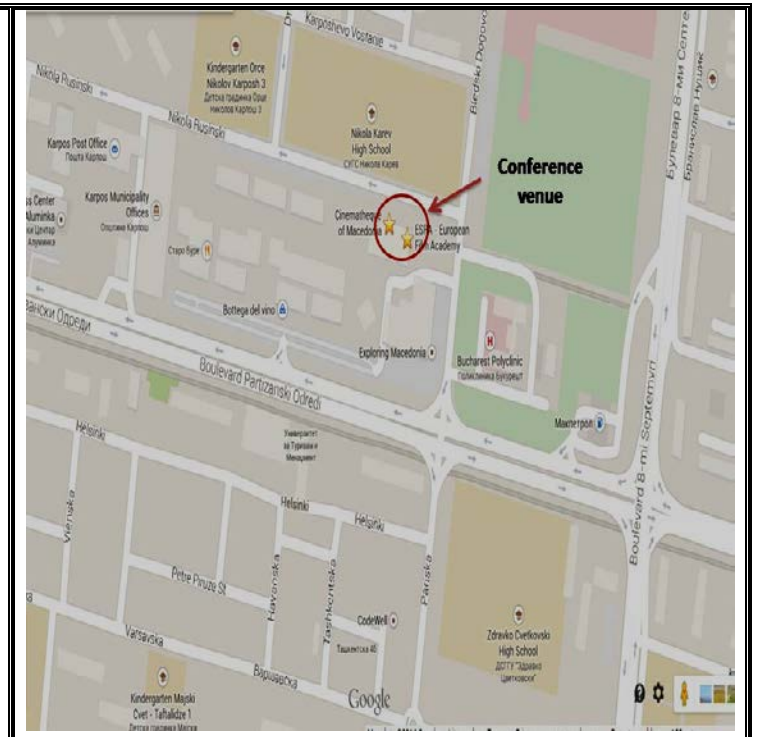
The venue of the 8th ELTAM Conference is in a building that houses three prominent institutions: the Cinematheque of Macedonia, the University of Audiovisual Arts and the library Drugarche, at Nikola Rusinski 1, in the Karpos Municipality, Skopje.

- <http://www.maccinema.com/Default.aspx>
- <http://www.esra.com.mk/english.html>
- http://gbsk.mk/index.php?option=com_content&view=article&id=14&Itemid=79&lang=en

How to get there: From the city centre – buses no. 7, 19, 22, 2 and 15. It is in the Karpos Municipality, around 3 km away from the city centre, next to the shopping centra Leptokarija. The city hospital 8th September and the Nikola Karev high school are in its vicinity.



<http://goo.gl/RLU99I>



<http://goo.gl/pikX00>

**8th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL
CONFERENCE**

PRE-CONFERENCE EVENT

PANEL DISCUSSION

Date: October 31, 2014

Time: 3 p.m. – 5 p.m.

Venue: University American College Skopje, Treta Makedonska Brigada
no: 60

Focus: CONTINUOUS PROFESSIONAL DEVELOPMENT

Theme: “MODELS OF PROFESSIONAL DEVELOPMENT”

Question: How can we achieve the level of professionalism needed for a successful
teaching – learning process?

The panel discussion will focus on different models of professional development and
examine their advantages and disadvantages in different teaching contexts.

Moderator: Branko Stojanovic, *Cambridge University Press, Belgrade*

Panelists: Zora Busovska, *English Language Advisor, Bureau for the Development of
Education, Regional Office in Ohrid*

Kate Mulvey, *US Fellow, University of Prishtina,*

Elena Ončevska Ager (PhD), *Ss. Cyril and Methodius University Skopje*

Participants: ELTAM Conference participants

Fee: Free of charge for registered conference participants (non-conference participants
have to pay €10 fee)

*“The ultimate outcome of well planned continuing professional development is that it
safeguards the public, the employer, the professional and the professional’s career.
The importance of continuing professional development should not be underestimated –
it is a career-long obligation for practicing professionals.”*

Vivian Kloosterman

THE 8th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL CONFERENCE SCHEDULE

Managing teaching and learning – making the most of both worlds
Enhancing teachers' and students' life and organisational skills

1-2 November 2014, Cinemateque of Macedonia /ESRA University/City Library Drugarce
 Skopje

CONFERENCE SCHEDULE

SATURDAY 1 November 2014	
8.30 – 9.30	Registration
9.30 – 10.00 Opening ceremony	Elizabeta Hristovska-Iceva, <i>ELTAM President</i> <ul style="list-style-type: none"> Reading of the letter from Mr. Gjorge Ivanov, President of the Republic of Macedonia Valerie Colby, <i>USA Public Affair Officer</i> Eleonora Zaprova, <i>Director of the British Council Macedonia</i>
10.00 – 11.00 Plenary	Plenary speaker: Suzanne Mordue, <i>British Council, Istanbul, Turkey</i>
11.00 – 11.30	Coffee break & Poster presentations
Session 1 11.30 – 13.50	Presentations and Workshops
13.50 – 14.50	Lunch break
14.50 – 15.50 Plenary	Plenary speaker: Kate Mulvey, <i>English Language Fellow, University of Pristina and American Corner Pristina Kosovo</i>
Session 2 15.55 – 18.20	Presentations and Workshops
18.20 – 19.00	Break
19.00	Conference Dinner and Halloween Party

SUNDAY 2 November 2014	
10.00 – 11.00 Plenary	Plenary speaker: George Kokolas, <i>Express Publishing</i>
11.00 – 11.30	Coffee break & Poster presentations
Session 1 11.30 – 13.40	Presentations and Workshops
Plenary 13.45 – 14.45	Plenary Speaker: Rakesh Bhanot, <i>SOL</i>
14.45 – 15.30	Closing ceremony and award of certificates

	<p>Speaker 3 Metaxeni Symeonidou Elena Tatsiou <i>High school Principals of Kavala and Xanthi, Greece</i> Developing young learners' language skills through storytelling and puppetry techniques PA YL LCD INT 12.40 – 13.10</p>	<p>Speaker 3 George Kokolas <i>Express Publishing</i> Being specific – teaching ESP WS ALL LCD 13.10 – 13.55</p>	<p>Speaker 3 Gregor Pirš <i>Osnovna šola "Bizeljsko", Yurena language school, Slovenia</i> Why doesn't IT makes sense to THEM? WS YL PR LCD CDP INT 13.10 – 13.55</p>	<p>Speaker 3 Marina Hadziomerović <i>HUPE Croatia</i> Feel good songs WS PR LCD 12.55 – 13.40</p>
13.50 – 14.50	Lunch break			
14.50 – 15.50 Plenary	Room A Plenary speaker: Kate Mulvey, English Language Fellow, University of Pristina and American Corner Pristina, Kosovo Alternative Assessment: The Case for Not Testing			
Session 2	Room A	Room B	Room C	Room D
15.55 – 18.20 Presentations and Workshops	<p>Speaker 1 Elena Ončevska Ager <i>UKIM - Macedonia</i> The corpus-driven EFL writing classroom PA PR SE AD TE LCD 15.55 – 16.25</p>	<p>Speaker 1 Kate Mulvey <i>English Language Fellow, University of Pristina and American Corner Pristina, Kosovo</i> Learning a lot in a little time: rapid learning stations WS SE LCD 15.55 – 16.40</p>	<p>Speaker 1 Gergo Santha <i>RELO Budapest, Hungary</i> What's in it for me? A Complete Guide to RELO for Teachers PA ALL LCD INT 15.55 – 16.25</p>	<p>Speaker 1 Ramajana Zahirović <i>High school "Ismet Mujezinović", Bosnia and Herzegovina</i> Elvira Hodžić <i>High school "Mesa Selimović", Bosnia and Herzegovina</i> Different, but equal - understanding individual learner differences WS SE LCD 15.55 – 16.40</p>
	<p>Speaker 2 Milena Tanasijević <i>Belgrade Metropolitan University, Serbia</i> ELT research guide PA TD LCD 16.30 – 17.00</p>	<p>Speaker 2 Aleksandra Sekulić <i>Cambridge English (Language Assessment)</i> Cambridge English: First and Advanced from 2015 – what's new? Cambridge English Scale - what's that? 16.45 – 17.30 CP SE AD</p>	<p>Speaker 2 Desislava Zareva <i>New Bulgarian University, Bulgaria</i> Camera! Action! It's time to make your video! WS TD LCD INT 16.30 – 17.15</p>	<p>Speaker 2 Ellie Boyadzhieva <i>South-Western University of Blagoevgrad, Bulgaria</i> Simona Bali <i>New Bulgarian University, Bulgaria</i> Myths and beliefs in modern ELT WS TD LCD 16.45 – 17.30</p>

	<p>Speaker 3</p> <p>Irina Ivanova <i>BETA Bulgaria</i></p> <p>Re-introducing own language use, code-switching and translation in FL classrooms through intralingual strategies and approaches</p> <p>PA TE LCD 17.05 – 17.35</p>	<p>Speaker 3</p> <p>Daniela Valikova <i>ATECR, Czech Republic</i></p> <p>Coming to our senses: sensory experience in ELT</p> <p>WS SE AD TE LCD INT 17.35 – 18.20</p>	<p>Speaker 3</p> <p>Boyka Petkova <i>Medical University Sofia, Bulgaria</i></p> <p>Pedagogical methods in teaching medical English</p> <p>WS TE LCD CDP INT 17.20 – 18.05</p>	<p>Speaker 3</p> <p>Silvana Neshkovska <i>Faculty of Education-Bitola, Macedonia</i></p> <p>Strategies for Efficient Professional Development Used by Macedonian ESL Teachers</p> <p>PA TD LCD 17.35 – 18.05</p>
18.20 – 19.00	Break			
19.00	Conference Dinner and Halloween Party			

SUNDAY	2 November 2014			
10.00 – 11.00 Plenary	Room A Plenary speaker: George Kokolas, <i>Express Publishing</i> Brain Rules			
11.00 – 11.30	Coffee break & Poster presentations			
Session 1	Room A	Room B	Room C	Room D
11.30 – 13.40 Presentations and Workshops	<p>Speaker 1</p> <p>Karolina Nedelkovska <i>Primary school "Kole Kaninski", Macedonia</i></p> <p>The importance of assessing lead-in activities – technology used in class - too much or not enough?</p> <p>PA PR LCD INT 11.30 – 12.00</p>	<p>Speaker 1</p> <p>Ljubica Ruzinska <i>Primary school "Blazhe Koneski", Macedonia</i></p> <p>Flipped classroom – tailoring the classroom to the 21st century learners</p> <p>PA PR LCD 11.30 – 12.00</p>	<p>Speaker 1</p> <p>Aleksandra Popovski Golubovikj <i>Macedonia</i></p> <p>Visualizing reading</p> <p>WS ALL LCD 11.30 – 12.15</p>	<p>Speaker 1</p> <p>Marija Dzonova <i>Q Language School, Macedonia</i></p> <p>Aesop in the English classroom</p> <p>WS YL PR SE TD LCD 11.30 – 12.15</p>
	<p>Speaker 2</p> <p>Emilija Paunkoska <i>Primary school "Bratstvo Edinstvo", Macedonia</i></p> <p>Biljana Shoposka <i>Private language school Queen, Macedonia</i></p> <p>The differences can bring us closer – Teaching Culture</p> <p>WS PR SE LCD 12.05 – 12.50</p>	<p>Speaker 2</p> <p>Suzanne Mordue <i>British Council, Istanbul, Turkey</i></p> <p>Seeing is believing</p> <p>WS TD LCD 12.05 – 12.50</p>	<p>Speaker 2</p> <p>Lela Ivanovska <i>Faculty of Information and Communication Technologies, Macedonia</i></p> <p>The use of the modal verb Can in TEFL</p> <p>PA TD LCD INT 12.20 – 12.50</p>	<p>Speaker 2</p> <p>Marjana Vaneva <i>School of Foreign Languages, UACS, Macedonia</i></p> <p>Teaching Grammar: Can Less Be More?</p> <p>PA TD LCD 12.20 – 12.50</p>

	Speaker 3 Ivana Trajanoska Jovanka Jovanchevska Milenkoska <i>University American College Skopje,</i> <i>Macedonia</i> Developing language skills through case studies PA AD LCD 12.55 – 13.25	Speaker 3 Kiro Jordanov <i>Primary School "Slavejko Arsov",</i> <i>Macedonia</i> The teacher as a creator of the learning atmosphere PA TD LCD 12.55 – 13.25	Speaker 3 Zorica Trajkova <i>Ss. Cyril and Methodius</i> <i>University, Macedonia</i> Creating grammar exercises for ESP courses PA TE LCD INT 12.55 – 13.25	Speaker 3 Dragica Zdravevska <i>Primary school "Kiril I Metodij",</i> <i>Macedonia</i> Using plays and simple skits with (very) young learners WS YL PR LCD 12.55 – 13.40
Plenary 13.45 – 14.45	Room A Plenary Speaker: Rakesh Bhanot, SOL Learning/Teaching two words or one?			
14.45 – 15.30	Closing ceremony and award of certificates			

Poster presentations	
Asdren Rafuna and Gresa Bujupaj, University of Pristina, Kosovo	NaNoWriMo Young Writers Program
Bisera Kostadinovska, Faculty of Education, Bitola and Irina Petrovska, Faculty of Tourism and Hospitality, Ohrid	Taste Semantic Cuisine – Macedonian English Parallels in Gastronomy
Tatjana Ulanska, University Goce Delcev, Stip	The role of culture in the second language classroom

Note: Please be respectful to the presenters and come to the presentations on time.
Latecomers will not be allowed to enter the presentation rooms.
Entrance to the presentations is by conference badge only.
If a presentation room capacity is filled, you will be directed to another presentation room.
Please bring your badges and coupons at the conference dinner.

Key to acronyms:

PA Paper

SE Secondary School

FCH Flip chart

WS Workshop

TE Tertiary

CDP CD player

CP Commercial Presentation

AD Adult

INT internet

YL Young Learners

TD Teacher Development

PR Primary School

LCD LCD projector

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Abstracts

SATURDAY 1 November 2014	
Plenary 10.00 – 11.00	
Suzanne Mordue, British Council, Istanbul, Turkey, Upgrade to the latest version of 'Teacher' now – Continuous Professional Development Pathways	
Room A	
Abstract	
<p>Modern life is all about upgrades whether it's software on our computers or other electronic equipment that is part of our everyday life. Sometimes teachers are so busy that we forget to take time, sit back, and think about how we can upgrade ourselves. If you are a newly-qualified teacher you may still need to develop in many areas of teaching; for more experienced teachers you may just need to hone your skills. Being an efficient teacher who is confident about your skills and abilities makes the job more enjoyable.</p> <p>This plenary will give you an overview of continuous professional development including where you find resources and support. We will also look at what professional development really means and how you can ensure that you are the best version of teacher you can be.</p>	
Presentations 11.30 – 12.00	
Ivana Banković, Primary school "Branko Radičević", Serbia	PA YL LCD INT
Increasing reading comprehension by using pattern books, readers theatre, story mapping	
Room A	
Abstract	
<p>Beginning-level second language readers, like their first language counterparts are just beginning to pull meaning from reading short texts. Regardless of their age, beginners need more experience with written language; they need to be immersed in reading and writing for readily perceived purposes. This paper will examine and give examples of several teaching strategies that have proven useful for beginning readers such as using Pattern books, Story mapping and Readers theatre. Pattern books contain stories that make use of repeated phrases, refrains and sometimes rhyme. The use of pattern books meets the criteria for literacy scaffolds by modelling reading, by challenging students' current level of linguistic competence and by assisting comprehension through the repetition of a simple sentence pattern. Readers' theatre is an excellent activity for beginning second language readers as they read and dramatize a script form a story. It requires no sets, costumes, props, or memorized lines. Instead of acting out literature as in a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Story mapping is an example of a scaffold because it helps students use story grammar or the basic structure of a story for comprehending and composing stories. Students may use the simple story map to focus their attention on important parts of a story. Finally, the story maps provide a starting point for students to share their individual responses to the values and events they perceive in their transactions with the text, they can discuss various views and experiences presented in a story.</p>	

Workshops 11.30 – 12.15	
George Kokolas, <i>Express Publishing</i> Knowing your Coursebook Room B	WS ALL LCD
Abstract	
This workshop will focus on the essential features a coursebook should have in order to help learners acquire the target language and prepare them for real life situations. New trends in EFL teaching will also be discussed as well as how these are incorporated in modern coursebooks. the speaker hopes to demonstrate that a badly designed course book which, at first sight, looks simple to teach, may, in the long run, prove to be quite the opposite	
Ymer Leksi, <i>ELTA Albania</i> What game am I? Room C	WS YL PR SE LCD
Abstract	
The session defines what is meant by a game and outlines some of the problems caused by the digital generation divide. Then discusses why we should use games in the language classroom and stresses the importance of integrating learning objectives into game-play.	
Gorica Kostić, <i>ELTA Serbia</i> All the world is a stage – why not a classroom Room D	WS PR LCD
Abstract	
All the world is a stage – so let’s take pupils outside the classroom Unequal skills, knowledge and capabilities of students present challenges for the teacher who cares. A major concern for me is to get English words which cling in each student out and to nudge them, not push them to talk. It is particularly important for ADHD students, those who are bored, those who lack attention from their parents as they come from divorced families and those who have problems in social interaction. It gives the enormous educational, emotional, behavioral, social benefits in these activities. Drama, movement, gestures, mime are the key points. The purpose of drama is to strengthen children by their appearance in front of their friends, parents. This workshop examines the role of drama and music in overcoming the disadvantages of traditional classroom in helping rebuild opportunity for kids to talk, chat, communicate, and share ideas, enthusiasm and wish to speak that have been in decline so far. I decided to do it outside the classroom.	
Presentations 12.05 – 12.35	
Yannis Stergis and Antonis Mavromatis, <i>The ariston Project, Greece</i> Cognitive load acquisition vs learning – the new taxonomy Room A	PA TD LCD
Abstract	
Teaching and learning in the traditional classroom has been consistently dealt with as a linear process of cognitive load transference. This process has always depended on factors outside the teacher’s control zone, sometimes relating to individuals’ neurology, cultural idiosyncrasy, learning preferences, and even institutionalized frameworks and their compatibility or lack of it with the teacher’s and student’s personal interest. All the latest discoveries and definitions of the science of systemics can now outline new pathways to activating life long learning as an attitude and allowing the initiation of the learning process from the student’s personal interest, transforming the role of the aware teacher into that of the conductor in a “class orchestra”. This presentation is going to offer invaluable information on those discoveries, diagnostic techniques and tools and will attempt to take Bloom’s Taxonomy into the 21 st century.	

Presentations 12.20 – 12.50	
Anzhela Nikolovska, Faculty of Philology "Blazhe Koneski", Macedonia EFL pre-service teachers' perspectives on performance assessments Room D	PA TD TE LCD
Abstract	
<p>Empirical research has shown that positive perceptions of assessment have a beneficial impact on students' approaches to learning and learning outcomes.</p> <p>This paper discusses EFL pre-service teachers' perceptions of the performance assessment tasks used in pre-service teacher education. The overview of the characteristics of performance assessments and their advantages over traditional assessment is followed by a discussion of the rationale for incorporating performance assessments in teacher training. The survey carried out among EFL pre-service teachers' at the English Department, Blazhe Koneski Faculty of Philology revealed that the participants in the study have positive attitudes toward the performance assessments they experienced during pre-service teacher training. The benefits of these assessments, as perceived by the respondents include: enhancing motivation by taking responsibility for learning, building self-confidence as teachers by learning teaching in an authentic context, developing a reflective approach to teaching, learning how to be creative, etc</p>	
Workshops 12.20 – 13.05	
Suzanne Mordue, British Council, Istanbul, Turkey Actions speak louder than words Room B	WS TD LCD
Abstract	
<p>"If we all did the things we are capable of, we would astound ourselves." Thomas Edison</p> <p>To give learners the best chance of success it's important for a teacher to continue to develop their own knowledge and skills. Commonly teachers refer to research conducted by academics, revise their learning theories and try to use this new found knowledge to improve their classroom practice. However, it can often be difficult to translate theory into practice. This session takes you a step further forward in achieving this goal by introducing a self-directed learning system. Conducting your own methodical investigation by following the action research cycle is the best way to ensure that your teaching ideas stay fresh and your learners are motivated.</p> <p>In this session you will have the opportunity to assess your own development needs and to start an action plan that will lead to an action research.</p>	
Ben Dobbs, Freelance (international), UK From business English to business communication Room C	WS TD LCD
Abstract	
<p>Whether we are teacher or learners, we are all international these days. To work internationally in English requires a set of competences involving not only language but also how we relate to other personalities, cultures, situations, functions and often ambiguous contexts.</p> <p>What are these skills and how is it possible to train them? What value does this provide for our trainees and participants? In this talk, Ben will look at these interpersonal and intercultural proficiencies - which include giving and receiving feedback, influencing, rapport building and conflict-handling - and their relationship with language as well as why this is needed. Ben will also share methodologies and approaches for developing course participants for more holistic communication in English for international business communication.</p> <p>This talk will be of special interest to business English teachers or trainers and those seeking to increase the scope of the training they provide.</p>	

Presentations 12.40 – 13.10	
Metaxeni Symeonidou and Elena Tatsiou, High school Principals of Kavala and Xanthi, Greece Developing young learners' language skills through storytelling and puppetry techniques Room A	PA YL LCD INT
Abstract	
<p>Most of us are familiar with one form or another of storytelling and puppetry. Stories are essential elements of our life because they come from the need of the people to convey messages, to convey the truth about their dreams, expectations and desires. We all grew up with stories told first from our parents and later from our teachers. Now it is the teachers' turn to continue the magic behind each one. Let's offer this unique experience to our little learners and fill their mind and their heart with unforgettable moments in learning. Educators have long known that the arts can contribute to learner academic success and emotional well being. In our fast-paced, media-driven world, storytelling and puppetry use in class can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art. Storytelling and puppetry are easily accessible to all children. No special equipment beyond the imagination and the power of listening and speaking is needed to create artistic images through these educational tools.</p>	
Workshops 12.55 – 13.40	
Marina Hadziomerović, HUPE Croatia Feel good songs Room D	WS PR LCD
Abstract	
<p>The workshop will focus on using songs for increasing students' linguistic competence as well as classroom dynamics and students' mood in general. The participants will have a chance to learn and sing at the same time.</p>	
Workshops 13.10 – 13.55	
George Kokolas, Express Publishing Being specific – teaching ESP Room B	WS ALL LCD
Abstract	
<p>In this presentation, we will focus on the practicalities of teaching EOP. We will discuss the needs of the students and the role of the teacher, in combination with the context in which teaching takes place. What results should be a motivating and useful learning experience, productive for all concerned. Practical suggestions will be given relating to the structure of a course and tips will be given regarding individual lessons. This will be done with reference to some of the different contexts within which this kind of language is taught.</p>	
Gregor Pirš, Osnovna šola Bizeljsko, Yurena language school, Slovenia Why doesn't IT makes sense to THEM? Room C	WS YL PR LCD CDP INT
Abstract	
<p>Students with special needs can be the teacher's worst nightmare or the best challenge they will ever have. This workshop will equip participants with some basic tools on how to approach teaching with senses. We will start by quick definition of special needs in teaching FL. This will be followed by introduction to sensory learning. The activities we will do are the following: making letters from kinetic sand, making numbers from kinetic sand, developing student's focus by using kinetic sand, retelling a story by applying linguistic rods, practicing colours and sizes with linguistic rods and a surprise activity that relaxes students with behavioral issues.</p> <p>Our work will have hands on approach. Participants will get to know how to work with kinetic sand and linguistic rods. The aim of the workshop is to make participants think about how can they adapt this to their own work in the classroom.</p>	

Plenary 14.50 – 15.50	
Kate Mulvey , <i>English Language Fellow, University of Pristina and American Corner Pristina Kosovo</i>	
Alternative Assessment: The Case for Not Testing	
Room A	
Abstract	
The Alternative Assessment Plenary will include the speaker’s own experience as being classified as a “special needs” student, how one teacher’s alternative assessment changed that classification for her, and how this experience helped her decide to become a teacher. It will also cover models of alternative assessment, common practices in the principles of alternative assessment and ideas for incorporating it into your own classes. The talk also include use of measuring instruments for assessment, how to use clear criteria in measurement, and how to change a simple alternative activity to a measurable task. This Plenary session will be interactive.	
Presentations 15.55 – 16.25	
Elena Ončevska Ager , <i>UKIM – Macedonia</i>	PA PR SE AD
The corpus-driven EFL writing classroom	TE LCD
Room A	
Abstract	
In this talk I will attempt to create a case for using corpora, i.e. systematic collections of texts usually stored electronically and lending themselves to quantitative and qualitative language analysis, for the purposes of teaching English as a foreign language (EFL), with a particular emphasis on the teaching of writing. In the first, theoretical part of the talk, I will demonstrate why I believe the advantages of using corpus data for teaching writing outweigh its limitations. In the second, practical part of the talk, I will share some personal attempts at designing corpus-inspired teaching materials utilising resources freely available on the Internet. The review of such materials, originally designed for an academic context, will represent a starting point for a more general discussion which will contain suggestions for the adaptation of such materials across levels.	
Gergo Santha , <i>RELO Budapest, Hungary</i>	PA ALL LCD
What’s in it for me? A Complete Guide to RELO for Teachers	INT
Room C	
Abstract	
The Budapest-based Regional English Language Office (RELO) for Central and Southeastern Europe and, via the RELO Office, U.S. Embassy Vilnius offers a range of programs and resources for both teachers and learners of American English and culture. During this talk, participants will be introduced to these U.S. State Department teacher exchange programs, teacher training programs and grant opportunities, as well as a wealth of free books, journals, games, mobile apps, and audiovisual materials available for educators and students. In addition, the audience will learn about one of the ongoing regional RELO programs that focuses on the integration of environmental issues into the EFL classroom.	
Workshops 15.55 – 16.40	
Kate Mulvey , <i>English Language Fellow, University of Pristina and American Corner Pristina Kosovo</i>	WS SE LCD
Learning a lot in a little time: rapid learning stations	
Room B	
Abstract	
This workshop will present ideas for teachers to actively engage students in the classroom using the Rapid Learning Stations model. All four skills will be covered: speaking, listening, reading and writing. The workshop will use the “rapid learning stations” format, so each teacher will take away several ideas for use in the classroom. All materials are adaptable to a variety of age groups and skills.	

Ramajana Zahirović , <i>High school "Ismet Mujezinovic", Bosnia and Herzegovina</i> Elvira Hodzić , <i>High school "Mesa Selimovic", Bosnia and Herzegovina</i> Different, but equal - understanding individual learner differences Room D	WS SE LCD
Abstract	
<p>This workshop will focus on individual learner differences. Every English class is a mixed-ability class in terms of level of knowledge, aptitude, learning style, motivation and personality. Understanding and acting appropriately to these differences relies heavily on the expertise of teachers in helping a wide range of students to achieve their potential. This workshop will explore possible solutions and provide some activities that can be applied and adapted for different teaching contexts.</p>	
Presentations 16.30 – 17.00	
Milena Tanasijević , <i>Belgrade Metropolitan University, Serbia</i> ELT research guide Room A	PA TD LCD
Abstract	
<p>The main objective of this task is to inspire or encourage teachers to research their own teaching context and publish their findings so that we all, as peers and colleagues, could learn from each other much more easily. The talk is indeed an attempt to introduce both novice and experienced teachers to research in ELT. Professional development events and conferences tend to ask presenters to stick to practice rather than theory since the audience expects that. There is a gap between theory and practice and this talk will outline how exactly they can meet and cooperate. It will guide the participants through the foundations of Second Language Acquisition Theory and ask some crucial questions that theory puts forward and practicing teachers can answer. The talk will briefly outline some of the possible research methods that can easily be applied in the classroom and will outline all the stages of a successful research process: preparation, data collection, data analysis and drawing conclusions.</p>	
Presentations 16.45 – 17.30	
Aleksandra Sekulić , <i>Cambridge English (Language Assessment)</i> Cambridge English: First and Advanced from 2015 – what's new? Cambridge English Scale - what's that? Room B	CP SE AD LCD
Abstract	
<p>In the modern world that we are living in there is an ever-present need for constant changes in every area of life so as to satisfy the needs of modern man and society. That is why we at Cambridge English work really hard to make our exams up-to-date and to satisfy the needs both of our candidates and the market they need the certificates for.</p> <p>In this presentation I will show you all the changes that we are introducing to <i>Cambridge English: First (FCE)</i> and <i>Cambridge English: Advanced (CAE)</i> from January 2015, as well as the new way of reporting the candidates' results in the form of the Cambridge English Scale.</p>	
Workshops 16.30 – 17.15	
Desislava Zareva , <i>New Bulgarian University, Bulgaria</i> Camera! Action! It's time to make your video! Room C	WS TD LCD INT
Abstract	
<p>Ever thought of using your camera in the classroom? Do you know how to use your phone camera for language learning purposes? Have you already tried the potential of the internet for making videos together with your students? In the first part of this workshop I will share a collection of good video-making and video-using practices compiled by a group of professionals working together on the Video 4 all project. In the second part you will be the script writers, directors and stars in the videos we are going to make together. Don't leave your</p>	

cameras at home!	
Workshops 16.45 – 17.30	
Ellie Boyadzhieva , <i>South-Western University of Blagoevgrad, Bulgaria</i> Simona Bali , <i>New Bulgarian University, Bulgaria</i> Myths and beliefs in modern ELT Room D	WS TD LCD
Abstract	
The presentation focuses on the development of the ideas about learner-centered teaching and learner autonomy that led in general to the concept of the teacher as a facilitator in the process of learning in the ELT classroom. The authors argue that the concept of 'learner autonomy' as set in modern theory of ELT is a wishful idea which is inapplicable to the practices of the language classroom for several reasons such as the use of a textbook, the existence of foreign language curriculum and the assessment formats in ELT. Observations and facts from the language teaching practice are discussed in order to support the idea that the role of the teacher remains and will remain unchanged in the foreign language learning process.	
Presentations 17.05 – 17.35	
Irina Ivanova , <i>BETA Bulgaria</i> Re-introducing own language use, code-switching and translation in FL classrooms through intralingual strategies and approaches Room A	PA TE LCD
Abstract	
The presentation focuses on a recent paradigm shift concerned with re-introduction of own-language use, code-switching and translation in foreign language classrooms. It offers some practical suggestions for activities which integrate intra- and crosslingual strategies and approaches, suitable for students of different proficiency levels. The examples show how intralingual bottom-up and top-down processing, as well as process and product approaches can be used in translation/interpreting activities in class.	
Presentations 17.35 – 18.05	
Silvana Neshkovska , <i>Faculty of Education-Bitola, Macedonia</i> Strategies for Efficient Professional Development Used by Macedonian ESL Teachers Room D	PA TD LCD
Abstract	
In most studies on teaching and learning ESL, the accent is normally placed on the students. In contrast, this paper shifts the focus on the ESL teachers who, in essence, are also language learners themselves. In particular, this paper touches on Macedonian ESL teachers' awareness of the need for constant professional development. The tailor-made questionnaire for this particular research investigates the opportunities for professional development that Macedonia ESL teachers have at their disposal as well as the extent to which they take advantage of them; it also elicits teachers' most preferred strategies applied not just to maintain but also to upgrade their knowledge of the language (vocabulary, grammar and fluency). Finally, it attempts to shed light on the resources and opportunities which Macedonian ESL teachers believe could considerably enhance their linguistic competence and professional performance but to which, unfortunately, they lack access.	
Workshops 17.35 – 18.20	
Boyka Petkova , <i>Medical University Sofia, Bulgaria</i> Pedagogical methods in teaching medical English Room C	WS TE LCD CDP INT
Abstract	
The presentation is about how to use the different pedagogical methods when the teacher is teaching Medical English. The task of the teacher is very special, because he is teaching doctors and they must understand each word and they must use the Medical terms correctly, because they are responsible for the life of the humans.	

This presentation firstly will explain each pedagogical method, which I use in the teaching process, and after that I will present some practical exercises, which are connected with each method.

Workshops 17.35 – 18.20

Daniela Valikova, ATECR, Czech Republic Coming to our senses: sensory experience in ELT Room B	WS SE AD TE LCD INT
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Abstract

Language learning can be strengthened considerably by relying on principles and techniques such as sensory experience (developing awareness of hearing, sight, taste, smell and touch), relaxation, imagery (using mental images to improve language skills), and authenticity (e.g. exploring the surroundings). Trying to master such techniques could make it possible for teachers to enhance their own as well as their students' lives. This workshop is meant to provide teachers of English with creative ideas and activities some of which are built on making the most of the beauty of learning environment, and all of which enable a fruitful and enjoyable interaction between teachers and students.

SUNDAY 2 November 2014

Plenary 10.00 – 11.00

Plenary speaker: George Kokolas, Express Publishing Brain Rules Room A

Abstract

To create a classroom environment that allows the brain to do what it does best, we need to take certain factors into consideration. When we begin to understand the workings of the mind, we can organize our classrooms in a way that is conducive to boosting brain power. We will examine the 'Brain Rules' explained by John Medina and see how they can be meaningfully and usefully applied to the modern EFL classroom.

Presentations 11.30 – 12.00

Karolina Nedelkovska, Primary school "Kole Kaninski", Macedonia The importance of assessing lead-in activities – technology used in class - too much or not enough? Room A	PA PR LCD INT
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Abstract

The importance of assessing lead-in activities is essential; we monitor quality and provide information about our teaching methods and student's acquiring knowledge at the beginning of the school year, term and even at the beginning of the each lesson. What should we value? It is the main goal of teaching process. We must set well-designed assessment strategy, use the results, create feedback and change the teaching approach. Technology is just a tool that makes our teaching easy and our classrooms are becoming flexible and interactive learning space. Kahoot is a great teaching platform that can be used in the class. It is "blended learning based on the game, allowing educators and students to research, create, collaborate and share knowledge.

Ljubica Ruzinska, Primary school "Blazhe Koneski", Macedonia Flipped classroom – tailoring the classroom to the 21st century learners Room B	PA PR LCD
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Abstract

In our schools, students have grown accustomed to the traditional methods of instruction where the teachers stand in front of the class lecturing the same thing to all the students present. Then, just at the end of the class, students are given homework to reinforce the learned concepts at home where they get little or no added support. As a result of this way of teaching, students are just "passive" listeners on the receiving end of a one-way communication process that encourages little critical thinking. In order to change this trend of passive

listening, teacher around the globe employ technology to implement a blended learning method that “frees up” class time for collaborative activities by shifting lectures out of the classroom and on the internet. This method, known as a "flipped" classroom, combines the benefits of direct instruction and active learning to engage students in the educational process.

Workshops 11.30 – 12.15

Aleksandra Popovski Golubovikj, Macedonia
Visualizing reading
Room C

WS ALL LCD

Abstract

Visualising is one of the least exploited reading strategies and many teachers are not even aware it exists. The research shows that students are perfectly capable of visualisation when reading in L1; however, when reading in L2 their main concern is decoding. If we train our students to visualise during reading, they will improve their reading skills, become active readers eager to engage with the text and increase the level of retention in several areas. In order for this to happen, we need to step away from the traditional (and boring) reading comprehension exercises and offer our students a different, more enjoyable approach to reading. The workshop will focus on practical, fun activities that exploit visualisation as a reading strategy and the participants will learn how to read all over again.

Marija Dzonova, Q Language School, Macedonia
Aesop in the English classroom
Room D

WS YL PR SE
 TD LCD

Abstract

Creative approach to learning. Interesting and fun. Currently suitable for primary or secondary school level, very easily adaptable for other levels. Both educational and inspirational. Not only does Aesop entertain us through his invaluable fables, he teaches us moral. This is very significant for Young learners of English, but it is a good role model for other ages as well. Bookworms will adore it! Includes active participation in the lesson, comprising all skills: reading, speaking, listening and writing.

Younger students: Essential for teaching animal vocabulary. It engages in an imaginative sense very young students, Get Ready students and students from the very first A level to role-play, get exposed to spoken English. Although they play simple roles, yet it can be formative and inspirational in the English language learning process.

Primary and Secondary Level: Practice of the Tenses, Modals, Reported Speech, Passive and other grammar constructions. These students understand situations, analyze characters, create stories, scenarios and engage more deeply in drama techniques.

In conclusion, fables can be used for different purposes, they educate and students simply adore them!

Presentations 12.20 – 12.50

Lela Ivanovska, Faculty of Information and Communication Technologies, Macedonia
The use of the modal verb Can in TEFL
Room C

PA TD LCD INT

Abstract

A modal verb is a type of auxiliary verb that is used to indicate modality. Auxiliary verbs are as their name suggests, helping verbs, help complete the form and meaning of main verbs. They are called *modal* because they express the *mood* of verbs. They do not make up a verb phrase on their own, but must usually be accompanied by a following main verb. Modality is a linguistic phenomenon, which allows one to make a judgement about situations that need not be real. To understand the phenomenon thoroughly, certain auxiliary verbs which express modality need to be studied.

The aim of the paper is to present modality and the modal verb can and its meanings. The analysis will be based on epistemic and deontic modality and the most frequent and common meanings, namely possibility, ability and permission.

Marjana Vaneva, School of Foreign Languages, University American College Skopje, Macedonia Teaching Grammar: Can Less Be More? Room D	PA TD LCD
Abstract	
Every teacher tends to be successful in their work by motivating students to learn what they are taught, so that later they see the learnt things used in practice. When speaking of teaching a language, the teacher's biggest satisfaction is to hear their students use the language in a conversational act. But, in order to equip them with the forms that should be used in one act, among other parts of the language, the teachers should also teach grammar. Thus, grammar is an inevitable part of the language teaching process, which should be given a significant place in a language class. Still, although it is a fact that grammar has to be taught, it is an eternal debate among the teachers about how much grammar should be presented to students so that they learn it properly: whether explicit grammar rules should be taught, or limited 'dosed' grammar gives better results.	
Workshops 12.05 12.50	
Emilija Paunkoska, Primary school "Bratstvo Edinstvo", Macedonia Biljana Shoposka, Private language school Queen. Macedonia The differences can bring us closer – Teaching Culture Room A	WS PR SE LCD
Abstract	
We can't really separate language from culture. These two are so closely connected that we find ourselves talking about culture while we are teaching more often than we think we do. For anyone to be able to communicate successfully it is necessary to have knowledge of the culture as well as of the foreign language. However, culture is an enormous field that can be covered in the teaching process and we can easily get lost while trying to find the way to incorporate the culture for better acquisition of the language. This workshop presents an enjoyable cultural cruise for our students while learning the foreign language. We put a highlight on the cultural activities which we use to enrich our lessons and motivate our students.	
Suzanne Mordue, British Council, Istanbul, Turkey Seeing is believing Room B	WS TD LCD
Abstract	
Most of us do not like our lessons to be watched; especially as teacher observation is usually associated with official inspections that are assessing your teaching skills and abilities. However, by avoiding classroom observation you are missing a valuable opportunity for development. In your school or university each teacher will have strengths in different areas and will also have picked up techniques and skills that could be useful for your lessons. This session will look at how to set up observation in a constructive way so that both the observe, and observer gain from the experience. This includes identifying the observation objectives, considering factors that can negatively affect observations, types of observation tasks plus how to give feedback. This workshop is suitable for both teachers interested in peer observation and academic managers.	
Presentations 12.55 – 13.25	
Ivana Trajanoska and Jovanka Jovanchevska Milenkoska, UACS, Macedonia Developing language skills through case studies Room A	PA AD LCD
Abstract	
Adults generally tend to learn differently from children, and have different motivation for learning. Typically, adults learn new skills because they want to or they need to. They recognize the need to learn and they usually need or want to apply their newfound knowledge soon after they have learned it. This means that a teacher can get the best results with adults when they are fully involved in the learning process. Consequently, adult language learning should be meaningful and in context and based on developing other skills	

along with the language skills in other to make it meaningful, applicable, measurable, long-lasting, and “real”. It should provide additional information besides language principles and concepts, and develop language skills along with analytical, problem-solving, and critical thinking skills. Case studies are a great way to improve language learning since they provide learners with an opportunity to solve a problem by applying what they know and are definitely something to consider adding to language teaching.

Kiro Jordanov, Primary School “Slavejko Arsov”, Macedonia The teacher as a creator of the learning atmosphere Room B	PA TD LCD
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Abstract

The teacher is the creator of the classroom atmosphere and the leader of the process of teaching and learning so he has to do his best; use his knowledge, the resources he has and organize the class to make it a pleasant and interesting experience for the students.

The modern way of teaching and learning requires a lot of effort, creativity, and resourcefulness on the side of the teacher. The needs of the students nowadays are different compared to the students years ago; The internet, television, computer games and modern ways of communication have changed not only the way people live but also the way teachers teach.

So, the teacher task will be to include the games, the internet, the modern technology and use all his/her creativity and knowledge to meet the needs and demands of the modern students.

The issue of the teacher as a manager, leader and organizer of the world of studying will be discussed in the paper.

Zorica Trajkova, Ss. Cyril and Methodius University, Macedonia Creating grammar exercises for ESP courses Room C	PA TE LCD INT
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Abstract

The aim of this paper is to offer suggestions to ESP teachers on how they can create appropriate grammar exercises for their students. Teachers often face a classroom situation where there is a lack of suitable materials which satisfy students' needs for knowledge of English in the area of their future profession. Therefore, the paper offers some practical suggestions for creating grammar exercises by presenting examples of exercises created specifically for an ESP course in the area of criminology and security. The main issue is whether grammar should be taught completely isolated from the content or whether it should be integrated in it. This paper supports the latter view and gives ideas on what teachers can do to create grammar exercises suitable for students' level of English, their needs and expectations.

Workshops 12.55 – 13.40

Dragica Zdravevska, Primary school “Kiril I Metodij”, Macedonia Using plays and simple skits with (very) young learners Room D	WS YL PR LCD
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Abstract

In the workshop I will present a few practical activities on how to use simple plays in class with students as young as first graders.

Drama is a method of teaching and can be used to introduce, reinforce and practice vocabulary, grammar structures and most important of all, endow students with confidence in their own performing abilities.

I will focus on the following issues: choosing a play that is adequate for students (linguistically and thematically), ways to lead students into drama, preparation activities, songs and games to accompany the skits etc. In short I will lead the participants through the process of preparing and staging a play. Moreover they will get 2 plays free and all the necessary props and materials to use in their own classes.

Plenary 13.40 – 14.40

Plenary Speaker: Rakesh Bhanot, SOL
Learning/Teaching two words or one?
Room A

Abstract

Not all languages make a semantic distinction between 'teaching' and 'learning'. For example, in some north Indian languages, the word for 'to learn' is SIKHNA and 'to teach' is SIKHANA; roughly translated, it means to enable learning to happen, or to cause learning to take place. The fact that there is no symbiotic relationship between teach and learn (compare give-take, sell-buy, export-import etc.), should make us pause and consider to what extent we can be effective teachers. Indeed, many great teachers (sic.) both in the past, and in modern times, have insisted that "one cannot teach; one can only help others to learn". If there is some mileage in this 'edict', then it behooves us to explore some of its implications for both teaching and teacher training. In preparation for the closing plenary, I'd like to invite the conference participants to have discussed the following questions with some colleagues (ideally with both teachers of English and other subjects) prior to the conference.

1. What have you learnt since you left college/university? Make a list of 5-10 things
2. How, where, when and why did you learn these things?
3. What things have you started to learn but failed to do so, and why? At least one example.
4. On the basis, of the above, please provide a short (one sentence) definition of LEARNING by completing the following "learning is...". Please do not describe learning or the impact of learning, but WHAT it IS.

Poster presentations

Asdren Rafuna and Gresa Bujupaj, University of Pristina, Kosovo
NaNoWriMo Young Writers Program

Abstract

The poster presentation will discuss the participation of Kosovo students in the NaNoWriMo Young Writers Program. NaNoWriMo is an abbreviation for National November Writing Month. Last year, 26 Kosovo university students participated in the program to learn how to write and edit short stories. At the end of the project, their stories were published into a book that is now available at American Corner libraries in Pristina and Prizren. The presentation will show the steps taken for the students to go from inexperienced writers to a point of being able to publish their work. It will also show ways that teachers can use local media to get attention for their projects and help their students to get exposure for their writing.

Bisera Kostadinovska, Faculty of Education, Bitola and Irina Petrovska, Faculty of Tourism and Hospitality, Ohrid
Taste Semantic Cuisine – Macedonian English Parallels in Gastronomy

Abstract

The paper explores the linguistic processes of composing culinary terms in the English and Macedonian language. A morpho-semantic contrastive analysis covers the lexical categories of cooking verbs, nouns denoting names of particular dishes expressed by a single, derivational and compound lexemes, and names described by word phrases. The contrastive analyses of both semantic fields show striking similarities. This emphasizes the fact that the culinary terms express certain universal characteristics common for most languages in the world.

The primary data for contrastive analyses can be considered bi-directional and unidirectional corpora (Filipovic, 1980). In this paper we turn to unidirectional corpora which means that the linguistic analysis is on the English data that would reveal Macedonian translatable equivalents.

The semantic content of the verbal lexemes denoting cooking action was excerpted from the *Oxford English Dictionary*.

Further investigation of culinary terminology can be directed towards semantic extensions and appearance of lexemes from this semantic field into different fields of discourse, such as the field of emotions, temperature, etc.

They appear in the forms of phrases and carry metaphorical meaning, and are almost always translated in Macedonian metaphorically by lexemes that do not belong to the semantic field of culinary terminology.

Culinary terminology is specific in the way of naming dishes that express certain aspects of the cultures of English and Macedonian language. This can be noted in the lists of traditional dishes in both cuisines.

The influence of the European cuisine is particularly dominant in the choice of restaurant food. The analyses cover list of dishes in English, a corpus sample presenting restaurant offer in the leading tourist region in the Republic of Macedonia. The results show that there is a need for closer professional cooperation of experts from the field of linguists and those from the field of catering. Further lexical and cultural misunderstandings have to be avoided when the lists of dishes are translated into English.

Key words: culinary terms, semantic field, names of dishes.

Tatjana Ulanska, *University Goce Delcev, Stip*

The role of culture in the second language classroom

Abstract

Scientists and researchers in the fields of foreign language education acknowledge the important role of culture in foreign language education. This paper will focus on the extent to which the language educators, instructors, teachers and the students recognize culture as an integral part in the second language classroom through personal views of both students (studying English as their major) and the teachers (primary, secondary and higher education teachers in their practical English classes). This paper will present the shortcomings of the contemporary teaching process in terms of teaching the students the target culture with the reflection on the available resources.

Conference organizing committee of
The 8th ELTAM – IATEFL – TESOL International Conference

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