



ELTAM NEWSLETTER

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PRESIDENT'S NOTE



Gliding through the spring months, many teachers are steadily dreaming of how to spend their summer vacations. Some will be off to sleep-away camp, while some will travel to faraway places. But at the point when this issue of the Newsletter will come out, we will have already come back from our long-awaited summer vacations to the action-packed classrooms. I hope you have all taken your time to rest and now have enough energy supply for the whole upcoming year!

I would like to stress a few points that we've successfully finished to my greatest pleasure: Firstly, the Annual Assembly went according to the highest professional procedure, in a pleasant working atmosphere, in which new ELTAM Board members and local coordinators were elected. I am extending a cordial welcome to them, with the hope that their ideas will find their way to all the ELTAM members in the country.

Secondly, the ELTAM competitions for primary and secondary schools, as already well established activities, have proven to be valuable for students and teachers alike, and further demonstrate our commitment to enhance the support of teachers in Macedonia. An extended 'Thank you' goes to ELTAM's great sponsor and partner, UACS, which provided the best quality of support for the duration of the competitions. In addition, the National Essay Contest, in collaboration with the American Peace Corps, is yet another activity that ELTAM prides itself on, making space for creatively-oriented students. While we offer standards-based competitions, we also work to develop a wider competition structure for young learners and the private sector of education as well, which engage extra preparation and effort on the part of the ELTAM members. It is because we understand that these activities are vital for both the student' and teachers' career success that we explore this realm.

The last point that ELTAM has successfully finished is the ELTAM website, which was in the making for some time. I hope that the colorful homepage, the organized tabs and links and the constant updating will be reason more for you to contribute. The website will also post information on the upcoming planned activities of the Young Learners SIG and Research SIG.

It has become clear that continuing professional development of teachers at any level of experience is significant to their own future development. In order to stay true to this spirit, the theme of CPD is prominent in the upcoming 7th ELTAM-IATEFL-TESOL International Conference in Skopje, October 2012.

I sincerely hope that you find everything you need for your professional development in ELTAM's activities, events, newsletters, and conferences.

Yours faithfully,
Elizabeta Hristovska-Iceva
ELTAM President

EDITOR'S NOTE



Did summer 2012 fulfill your expectations of a restful period, away for a short while from the bustle of the classroom, the preparation of lesson plans and sometimes even telephones running off the hook? For your sake, I hope it did! Since at the beginning of each school and academic year, we're faced with a multitude of new challenges, and even unexpected opportunities that arise from situations. This is precisely why the prevailing theme of this year's 7th ELTAM-IATEFL-TESOL Conference, to be held in Skopje (October 27-28, 2012), was chosen to be *Continuing Professional Development - Opportunities and Challenges*. With Olha Madylus and Raymond Kerr as plenary speakers, as well as Tony O'Brien for the opening speech, with speakers coming from different teaching contexts and with different experiences, this Conference will provide the needed variety of theory and practical activities for your own professional development. It is always great to meet up with familiar faces, create new friendships, and mingle in an entertaining setting (there will be a Pecha Kucha event this year as well!) so if you still haven't registered, you can do it by October 15, 2012. Visit the ELTAM website to download the registration form, get informed about the 1st ELTAM Journal, and to stay updated on new info: www.eltam.org.mk

This particular double issue prides itself on the fact that it is the first issue of the ELTAM Newsletter to have an International Standard Serial Number (ISSN), so from now on each online issue will be 'marked' by the ISSN. In addition, from now onwards the Newsletter will be enriched by the addition of two new sections - the regular column titled **Psychology and ELT**, as well as **The Secret Teacher**. In the former, Nick Michelioudakis (B. Econ., Dip. RSA, MSc [TEFL]) will be the regular contributor, sharing his views of research done in psychology as practically applied to ELT. In this issue he discusses the importance of endings in the ELT classroom. In the latter section however, this issue covers a teacher's analysis of the state of the teaching profession. You are invited to share your opinion of an ELT issue as well (anonymously of course!).

In the **Viewpoints** section, James Venema discusses how to use vocabulary notebooks efficiently, while Lindsay Clandfield talks about the place of celebrities in ELT coursebooks. Tina Barseghian writes about being in the midst of a mobile revolution in schools and how it should be approached, while Mohamed Kharbach gives practical examples of 21st century skills that students should have. Aleksandra Popovski-Golubovikj, Jasmina Ivanovska and Sirma Stavreska share reports from ELT Conferences they have attended - the 46th Annual IATEFL Conference (UK), the 21st BETA Annual Conference (Bulgaria), and the 5th National ELTA Albania Conference, respectively. Kathy van der Wedge also contributes with a report on the National Essay Contest 2011. In addition, an **interview** with Jamie Keddie is published, as well as Slavko Deshic's view on the benefits of blogging for the educational system (in the **Students' Corner**). Marija P. Kitanoska shares a Royal Wedding Test in the **Practical Activities** section, and short activities to master market speak can also be found. These are followed by several **unique works** (contributions from both teachers and students).

At the end, I encourage all those interested to be a part of the following issues of the ELTAM Newsletter, and to improve it with your contribution. I hope to see you at the ELTAM Conference in October!

All the best,
Aneta Naumoska
 ELTAM Newsletter Editor

VIEWPOINTS

Active Word Power.....	James Venema.....	4
Coursebooks, Celebrities and Global.....	Lindsay Clandfield.....	7
Amidst a Mobile Revolution in Schools, Will Old Teaching Tactics Work?.....	Tina Barseghian.....	8
The 21st Century Skills Students Need.....	Mohamed Kharbach.....	13
Conference Report (46th Annual IATEFL Conference).....	Aleksandra Popovski-Golubovikj.....	17
Conference Report (21st BETA Annual Conference).....	Jasmina Ivanovska.....	18
Conference Report (5th National ELTA Albania Conference).....	Sirma Stavreska.....	20
National Essay Contest - Report.....	Kathy van der Wedge.....	21

Regular Column: PSYCHOLOGY AND ELT (Nick Michelioudakis)

What's a Cake without the Icing?.....		23
---------------------------------------	--	----

THE SECRET TEACHER

The State of Our Profession.....		26
----------------------------------	--	----

INTERVIEWS

An interview with Jamie Keddie.....		27
-------------------------------------	--	----

STUDENTS' CORNER

Introducing the Benefits of Blogging into the Educational System.....	Slavko Deshic.....	29
---	--------------------	----

PRACTICAL ACTIVITIES

Royal Wedding Test.....	Marija P. Kitanoska.....	32
Master Market Speak.....		34

UNIQUE WORKS		35
---------------------------	--	----

FOR PROSPECTIVE CONTRIBUTORS		40
---	--	----

EVENTS		41
---------------------	--	----

ELTAM CONTACTS		42
-----------------------------	--	----

Active Word Power

By: James Venema

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James Venema explains how to use vocabulary notebooks efficiently.

Learning vocabulary is sometimes seen as progression from passive to active. When a learner first ‘meets’ a word, they might check its meaning, perhaps in a bilingual dictionary. Further exposure will result in a deeper relationship as the learner encounters conjugations, tenses and forms as well as different meanings, common collocations and members of the same word family. From this perspective, even a single word can present a rather daunting source of study.

Active vocabulary

Students will, however, need to move beyond passive knowledge to actively using a word well before they have learnt all its possible variations, usages and meanings. A vocabulary notebook, with example sentences combined with student-written original sentences, can provide a structured first step in developing their active vocabulary. However, a poorly-produced vocabulary notebook is, at best, not very helpful and can, at worst, lead to error fossilisation. For this reason, it is best to provide some guidance on vocabulary notebooks that can set the students on the way towards vocabulary learning independence.

Choosing words: The first step is the selection of words for active use. It is important to note here the difference between active and passive use, since writing their own original sentences is the students’ first move towards being able to use a word effectively. Exposure to a wide selection of words is critical. Reading materials, vocabulary lists and regular classroom teaching all provide rich sources of vocabulary. It is important that the students choose the words themselves since they are best able to make a decision on what words would be useful to them. ‘Usefulness’ in this context implies that a student believes they will encounter opportunities to use the word. In some cases, a student may already be familiar with the word chosen, but would like to move beyond passive knowledge to being able to use the word actively. While I will continue to use the singular form of *word* in this article, the selected items may often include twopart verbs as well as longer phrases.

Noting information: Once a word has been selected, the students will need some basic information about it. This should include, at the very least, meaning, pronunciation and form. While translations are a useful start for meaning, they may not encompass the precise meaning of a given word very accurately. Where the English definition is too daunting, students should be prepared to look closely at the examples of text in which they encounter the word (more on examples later). Ideally, information about pronunciation would involve writing the word in phonemic symbols. At the very least, the students will need to note the number of syllables as well as the stressed syllable. While *SYLL-a-ble* is recognisable in quite a number of accents and less than perfect pronunciation, *syll-A-ble* will be less so. Finally, noting down the form of a word will be critical in helping students to use it accurately. After all, if a student is not aware that *syllable* is a noun, they are likely to produce some rather peculiar sentences using it. Some students may also want to pursue word families and write some variations of a word, such as *phrase* and *phrasal*. Others might like to write down some common collocations straight away. However, it is important not to send the students down the

slippery slope of knowing everything about a word before attempting to use it. After all, the goal is simply to help them begin expanding their active word vocabulary, not to enable them to become linguistic experts on the word selected.

Writing Example Sentences: The next step is to imbed the selected word in some kind of structured context with example sentences or phrases. Reading materials provide the most obvious context. Vocabulary textbooks typically provide example sentences and/or phrases. Where the original context might be more ephemeral, say a conversation class, or where the students need additional information, they can also look up the word in learners' dictionaries, all of which will provide good examples of the word in use. Advanced learners can even make use of an online corpus, such as the British National Corpus. What is critical here is that the context provides important lexical information while not overwhelming the students with data. I always encourage my students to copy the example sentences they encounter into their notebooks before beginning to write their own original sentences. This is the best way to ensure that they attend to important information on usage, including grammatical patterns and collocations, when they move on to write their own sentences.

Writing their own original sentences is the students' first move towards being able to use a word effectively.

Writing Original Sentences: The obvious next step is for the students to begin writing their own sentences. While the question of what a good original sentence might be involves, to a degree, some subjective opinions, there are useful guidelines that can help students improve the overall quality of their vocabulary notebook. I always have my students ask themselves the following three questions:

Am I really trying to communicate something with this sentence? Meaning is a key part of retention, and the attempt to express real meanings in original sentences will help students retain the word and sentence for future use. As a guide, I tell them that they should be able to use their original sentence to launch a small conversation. After all, if they are writing the original sentences with some image of who, where, when, why and how, there will usually be more meaning behind them than what they actually encapsulate in a single sentence. Using real meaning as a starting point is also one way of guiding students in the selection of useful words. If they are unable to think of something to communicate with the word chosen, the chances are that they have not selected a particularly useful word.

Are there clues to the meaning of the word given in the original sentence? While it may not always be possible to write sentences that would make good cloze questions in a test, it is possible to note unhelpful sentences such as:

My father was angry yesterday.

Encourage the students to write instead:

My father was angry with me for coming home late yesterday.

Not only is the meaning of *angry* clearer in the second example, which should help facilitate retention, it is also more lexically complex, including the preposition *for* followed by a verb in the *ing* form. This relative complexity probably better replicates the demands of real-world usage. It is important to note that the students' ability to produce accurate original sentences such as these without direct teacher help will be, to a considerable degree, dependent on the examples in which they have previously encountered the word. This brings us to the final, critical, question.

The attempt to express real meanings in original sentences will help students retain the word and sentence for future use

Does the original sentence use grammatical patterns and collocations from the copied example sentence(s)? If one of the goals of having students write original sentences in a vocabulary notebook is vocabulary learning independence, then the effective analysis and use of copied example sentences will be

critical. Looking up the word *furious* in the *Longman Active Study Dictionary*, one finds the following sentences (among others):

She was furious with me.

I'm absolutely furious that nothing has been done.

When students read these sentences, they should note:

- *Furious* collocates with *absolutely*.
- You can be furious *with someone*.
- The reason for being furious can be given with *that* followed by a grammatically complete clause, with both a subject and a verb.

They now have enough information to write a wide variety of accurate sentences. It is important to note that the example sentences they find and copy will, to a large degree, form the parameters of the ones they can attempt to write for themselves, at least with some confidence in accuracy. For example, if students wanted to write that somebody was furious about something using only an object, they would need the following example sentence:

He was furious at the court's decision.

(Longman Active Study Dictionary)

In the absence of such an example sentence, the students may attempt to write the following:

My teacher was furious that the cheating in the test.

In fact, I have found that the expression of meanings not encapsulated in copied example sentences is the most frequent source of errors. In order to maintain a modicum of student independence, a teacher can encourage the students to limit their original sentences to the patterns and meaning provided in the example sentence(s) they have found. This has the downside of limiting them in what they are able to say. In effect, the students will need to choose useful example sentences rather than useful words. The alternative is to train the students in the effective use of language resources, primarily dictionaries. While a more time-consuming endeavour, this has the advantage of encouraging long-term learner independence. A complete overview of what dictionaries have to offer is beyond the scope of this article, but a good place to start is the dictionary guide typically found at the beginning of most learners' dictionaries.



The effective and accurate use of vocabulary is a central component of language competence. While a student's active vocabulary typically only constitutes a fraction of their total knowledge of vocabulary, it is important to encourage them to continue to expand on the words they are able to use effectively. A vocabulary notebook, with both copied example sentences and student-written original sentences, can be a structured means to help students towards vocabulary learning independence.



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Coursebooks, Celebrities and Global

By: Lindsay Clandfield

Coursebooks and celebrities. You could be forgiven for thinking that the two go together like bread and butter or meat and potatoes. Some time ago I did a quick analysis of major coursebooks of the past ten years and major coursebooks of the early 1980s. In the earlier coursebooks I counted four or five celebrity faces. In the recent coursebooks this number had jumped to over twenty.

Now, I am not particularly anti-celebrity. I have a fair grasp of who's who in the world of entertainment and sports. I also hear of the latest celebrity break-ups and scandals. In today's globalised world, it's hard to tune it out. And celebrity culture is on the rise. In the past it was restricted to film stars and music stars. Now we have sports celebrities, political celebrities, television celebrities and the latest brand of celebrity: the reality television celebrity. We have celebrity talk shows, celebrity fashion and celebrity perfumes. Do we need celebrities in our educational materials too?

Celebrities can be useful because they are recognisable. They can be useful in making a lesson fun. But celebrities in coursebooks run into problems. The first is that a book takes time to make, and in the high speed world of celebrities things can change, and change quickly. Anyone appearing in a book will already look slightly out-of-date (or, worse, be dead by the time the book comes out). Additionally, and more seriously perhaps, I wonder sometimes what the educational value is of using celebrities to teach aspects of a language. Finally, are they the most suitable material for adult learners? Many criticisms of adult coursebooks tend to focus on the "unbearable lightness" of content, or the fact that they seem to be a bit too... young in style. We are not all teenagers.

I made a promise to myself when I started work on the course Global. I wanted to see if it were possible to write an English course that featured no celebrities at all. No photos of the rich, famous and beautiful. No texts about their houses, their favourite things, their lifestyle. A total celebrity ban. Instead, I and the other course authors would look to the social sciences, to history, anthropology and sociology for material. We would start with a broader global canvas than that offered by advertising and Hollywood. And we would mine the rich area of literature which can offer so much in the language classroom and yet is so often underused.

So, if you want to do a lesson on the latest news from Brad Pitt, Rafa Nadal or Hannah Montana go ahead. You'll find up-to-date and relevant source material on the internet or a latest magazine. And that's fine. We're not advocating that this kind of material should never be used in class. It's just not in this book.

While writing the material, we found the change refreshing and motivating. So did our students. We hope you do too.



Lindsay Clandfield is an award-winning author, teacher and trainer specializing in English Language Teaching materials. He has written numerous books for learners and specialist books for teachers, and he is a frequent speaker at international conferences for English language teachers. His publications include the Macmillan Global series.

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Amidst a Mobile Revolution in Schools, Will Old Teaching Tactics Work?

By: Tina Barseghian

This post first appeared on March 30, 2012:

<http://blogs.kqed.org/mindshift/2012/03/amidst-a-mobile-revolution-in-schools-will-old-teaching-tactics-prevail/>



Just a few years ago, the idea of using a mobile phone as a legitimate learning tool in school seemed far-fetched, if not downright blasphemous. Kids were either prohibited from bringing their phones to school, or at the very least told to shut it off during school hours.

But these days, it's not unusual to hear a teacher say, "Class, turn on your cell. It's time to work."

Harvard professor Chris Dede has been working in the field of education technology for decades, and is astonished at how quickly mobile devices are penetrating in schools. "I've never seen technology moving faster than mobile learning," said Dede, who teaches at the Harvard Graduate School of Education.

That's not necessarily surprising, given that a staggering 80 percent of teens have cell phones. This penetration of mobile devices in the consumer market has also wrought what Dede describes as a "sea change" in the education landscape.

"People are talking about this being an inflection point," said Elliot Soloway. Soloway is a professor at the School of Education at the University of Michigan, and a longtime proponent of mobile learning. "It feels like something major is about to happen. It went from a silly idea, to, 'Of course it's inevitable.'"

The most recent data available is from 2010, and indicates that 62 percent of schools allow cell phones to be used on school grounds, though not in classrooms. But both Dede and Soloway, who are closely involved in coaching schools on how to use mobile learning techniques, said a lot of progress has been made in just the past couple of years.

"What I'm hearing from schools more is that they've eliminated policies restricting using mobile devices for learning and they're interested in developing mobile learning programs as fast as possible," Dede said. "We're going from districts fearing it and blocking it off to welcoming it and making it a major part of their technology plan. We'll be surprised if a significant portion of districts aren't using mobile learning inside and outside of schools soon."

More than 1.5 million iPads have been deployed in schools. That's not counting school-supplied non-Apple devices, or the most ubiquitous device of all - students' own mobile phones.

Classroom uses for iPads and cell phones are vast and varied. Some schools are replacing print books for apps that feature videos and interactive quizzes. Kindergarteners are learning to read using an iPad app. Teachers are using tablets to monitor student progress on “dashboards” that show moment-by-moment test scores. Others are using cell phones to take instant polls in class to gauge student comprehension. And more students are using smartphones, many of which have stronger processing power than their schools’ desktop computers, for instant fact-finding, calculating, mapping, and note-taking.

With all these direct applications for learning, it’s easy to justify using mobile devices in school. But what real and lasting effect will they have on the “formal” learning equation? Will this become just another passing craze in the long line of fads that have swung through schools and classes in past years? What criteria are being used to gauge a successful mobile learning program?

For progressives who have been itching to use technology to deconstruct and redesign the current classroom model - one teacher parsing facts to 30 or more students quietly sitting at their desks who will be tested on what they can memorize - the idea of mobile learning holds great promise. Here’s an opportunity to reach every student in a meaningful way. But unless traditional teaching practices morph to adapt and fully take advantage of what mobile devices can afford, some fear the promise will go the way of all the technology collecting dust in the corner of the classroom. Worse, it might eventually lead to what everyone unequivocally dreads: the mechanization of teaching.

“I’m petrified that we’ll apply new technology to old pedagogy,” Soloway said. “Right now, the iPad craze is using the same content on a different device. Schools must change the pedagogy.”

“It’s the classic cycle of old wine in new bottles that tends to happen when people get excited about the technology itself,” said Michael Levine, executive director of the Joan Ganz Cooney Center, which researches how media affects learning. (The new wine bottles being tablets and cell phones, of course.) “They buy all sorts of new technology, things like interactive whiteboards, and slap on old practices on the new devices.”

Even with the latest available technology, schools are still using old delivery tactics - like technology carts - taking iPads from classroom to classroom in schools that can’t provide a take-home device for every student. But that’s exactly the kind of short-term thinking that drives Soloway mad.

“A cart of iPads will have as much impact on student achievement as a cart of laptops had - which is pretty much zero,” Soloway said. “So lots of schools are going to be disappointed after a year of iPad use when they see no gains.”

Actually some schools are seeing gains. A couple of very early findings show somewhat higher test scores; Houghton Mifflin Harcourt reported that students in one class who used its algebra iPad app showed a 20% increase compared to those who used its textbooks; and in Maine, kindergarteners who used an iPad app for literacy scored 2 percent better than those who didn’t. “We’re pleased with such a short window of using iPads as instructional tools,” said Auburn Superintendent Katy Grondin in a Bangor Daily News article. “We are seeing it’s making an impact in learning.”

But Soloway and others question whether any of the old pedagogy around algebra or literacy have been affected by the use of the devices in these early studies.

“Publishers will create apps that support their paper textbooks - or they will port their paper textbooks over to a PDF and say, ‘See, we have an eTextbook.’ Publishers can’t admit that their model is broken, that they are in the process of being disrupted,” he said.



“All they can do is entrench further and talk even louder that they have the answer; that their apps are really exciting and will engage the kids.”

Soloway challenges schools to think about what they’ve gained in student achievement through the use of devices. “We are using new technology to implement old pedagogy,” he said. “We are not exploiting the affordances of the new technology to give kids new kinds of learn-by-doing activities. Flash card programs for the iPad are too numerous to count. What a waste!”

But what about student engagement, the buzzword that’s dominated edu-speak especially in reference to technology? Soloway said engagement will go up when the iPad is used. “But engagement always goes up when technology is used - laptops, even electronic whiteboards. School is deadly boring to the kids who are accustomed to the fast-paced digital world in which they live the moment the school bell heralds the end of school. So to say that iPads result in increased engagement is to say nothing.”

POSSIBILITIES AND POTENTIAL

So what exactly does this idealized view of mobile devices for learning look like? It’s not easy to specify, or even outline. Each educator, each class, each school will have to find the best way to integrate mobile devices based on its student population. The opportunity of using mobile devices and all of its utilities allows educators to reconsider: What do we want students to know, and how do we help them? And what additional benefit does using a mobile device bring to the equation? This gets to the heart of the mobile learning issue: beyond fact-finding and game-playing - even if it’s educational - how can mobile devices add relevance and value to how kids learn?

There’s not just one explanation. As mobile devices evolve and become ever more powerful and multi-functional, the answers will change. In the meantime, there are some things educators know for certain do make a big impact on learning.

“There’s something in the design of mobile that lends itself to a different way of learning and interacting,” Michael Levine said. “It’s a way of developing a one-to-one personalized computer in the classroom. There’s a powerful notion that you can walk away with the world at your fingertips.”

In class, the mobile device provides the “one-to-oneness” that Levine said allows for what most educators agree is one of the most important tenets of a well-rounded education: personalized learning - students owning what they learn.

A child, for example, who’s learning about plant growth, can take pictures of the roots of a tree on her way home for school, Soloway said as an example. She brings it into class the next day, shares it with the teacher and other students, and they talk about what they’ve discovered.



But can’t a camera do the same thing - or finding the picture of the root online or in a book? “Taking a picture for themselves is a lot different than getting one from a book,” Soloway answered. “A child owns the picture when the child takes it; it is meaningful to the student. When the child takes a picture with a phone, the child can then integrate the picture into an artifact that also contains a concept map, an animation, etc. In fact, the picture can be imported into a drawing program, then labeled with text. So it is more than a camera.”

Shelley Pasnik, director of Center for Children & Technology agrees. “Having a personal device support your learning changes things up,” she said. “It’s different than having a computer lab down the hall.”

The closest students came to personalizing their learning before mobile devices was changing fonts on Microsoft Word programs. “Now you have your own collection of apps to choose from,” she said.

But the apps shouldn’t be the focus of discussion. “That’s where the pedagogical practice comes to play, a thoughtful use of tool sets. Having the apps sitting on your phone on your desk in and of itself isn’t going to make you smarter, and it won’t make the classroom more anything,” she said. “It’s what you do with it, and how it’s supported, how teachers and students know to learn, to use those tools. It’s part of a complex nature of learning.”

And for any this to succeed, the devices - whatever they may be - need to be integrated into a broader sequence of activities, not an isolated tool that sits outside of everything that’s going on, Pasnik said. But that’s exactly what first happens when new devices are introduced.

“That’s a common first step - it’s the ‘extra,’ it’s what kids do when they finish their ‘real’ work,” Pasnick said. “But when it’s really integrated into a sequence of activities, kids are moving between screens given what’s developmentally appropriate, they’re playing games. Some experiences use screens, then manipulatives or other materials, they’re engaged in conversations with peers and adults in the room. That’s where it works. There’s not this ‘privileging’ of this device. Instead, all of it is moving toward the learning goal.”

Using mobile devices as tools toward a learning goal is exactly what students at Catholic High School in New Iberia, Louisiana, are doing. Seniors at the school are using their phones to convert historical information they researched about their hometowns into QR codes that can be used on a walking tour they designed. Smartphone users can learn about historical sites by scanning the QR codes on their devices.

This project exemplifies the kind of learning-by-doing that mobile learning can be used for. Though the device makes it possible to create dynamic, interactive features like QR codes, one could argue that the learning equation of this project is not necessarily creating the QR codes (though there’s also an argument to be made about teaching tech). The point at which kids learn is when they go into their community and research noteworthy historical sites to understand their significance.

Students could have just as easily created individual print brochures that featured historical sites around town - and the educational value would have arguably been comparable. What the mobile phone added was an immediacy to the task at hand. Was it imperative to the learning process? Probably not. But did the QR creation make the project more interesting, more relevant to their lives, and thus more personal for students? That’s what educators are betting on.

But when it comes to using cell phones for things like taking polls, that may not necessarily change traditional lecture-based teaching tactics. “I personally think there are better things to do in the classroom than lecture,” Chris Dede said. “Polling devices are based on lecture. You’re not having a discussion about it, but getting a quick sense of what students understand and modifying lecture accordingly. I would like to see teachers using different pedagogy.”

As a college professor, Dede thinks students can use their cell phones to have “back-channel” discussions that happen during discussions that happen in class. But even then, Dede doesn’t display the Twitter discussions on the board because he says students find it distracting. And if it’s distracting for college students, it would definitely be distracting for grade-schoolers. “Kids are still learning to type, they’re not as good as multi-processing. It’s all they can do to keep track of one thing that’s going on,” Dede said.

These are the kinds of issues that are still being hashed out in schools: What's more distracting than helpful, what's just straight up utilitarian, what's helping students understand concepts better? What's allowing them to make a particular lesson more personal and relevant?

THE SOCIAL QUOTIENT

The way most classrooms are designed currently discourages social interaction in class. Desks are lined up facing front. But the social aspect of learning that's been lost in the past decades, Levine said, can be leveraged with mobile devices. "So much of what research has taught us about child development, and even the most recent research on brain development, is that the social aspect - relationships in the context of which you're motivated to learn, and the types of people who are encouraging kids to learn, that social aspect is fundamental to who we are," he said.

Mobile devices seem to be - at least in theory - a real enabler of social interaction. "They're social learning objects," he said. "Kids plug into their friends and families and important social networks. When you begin to combine features of mobility and socialness and access to every learning object you can imagine, that becomes more seamless and natural and interesting in terms of possibilities."

This social connection is what helped at-risk kids do better and enjoy math more in a pilot study called Project K-Nect last year. Students collaborated with each other through blogs, instant messaging and email on their mobile phones.

THE MOBILE FUTURE

From where we stand now, it seems that the mobile revolution in schools is inevitable. But as the hype around the wizardry of the technology escalates, it's imperative to focus the discussion on how to use devices not to mechanize and standardize, but to bring back the human, personal element to teaching and learning. Kids learning from each other, making what they learn personal and relevant, and giving educators more tools to reach students.

"Because mobile devices are the new piece here, people want to know does it make a difference," Pasnik said. "When we know that learning happens because of relationships, and we want to keep that richness. So the question of the value of a single piece like the mobile phone becomes reductive. You falsely are having to focus in one element, when in fact, learning happens because multiple elements are interacting with one another."

The 21st Century Skills Students Need

By: Mohamed Kharbach

The following is only part of an online book titled Rethinking the Teaching and Learning Skills in the Age of Technology: The 21st Century Skills Teachers and Students Need to Have. This book focuses its attention on the technological novelties and their application in the classroom, as well as how both teachers and students can utilize technology to their benefit for learning a language. It tries to help in bridging the gap between teachers and students through providing some tips and ideas that might help teachers and students hone in their differences and work hand in hand in the development of our schooling.

Of course as education is changing so are the skills we as teachers need to focus on. The skills the 20th century students need to develop during their schooling are different from the ones of the 21st century. To better prepare students for post-school life, teachers need to encourage and help students acquire the following skills:

PASSION FOR THE DIGITAL

I think most of the students have it by now but teachers still need to make sure students are aware of the technological challenges of the future. Equipping students with the basic technological skills is the key solution. This includes the understanding and using of:



Internet search

Students need to know how to effectively search online using key words and modifiers. This skill will help them not only in their schooling but also in their life in general. Here are some articles I recommend for developing this skill:

[Three Effective Ways to Search The Web](#)

[Google Search tips](#)

Office suite skills

Students need to know how to open a word document, edit and share it, use a spreadsheet, create a form, make a survey, create a presentation and embed it somewhere else. Open Office/Libre Office, Microsoft Word, and Google Docs all can help students develop this skill.

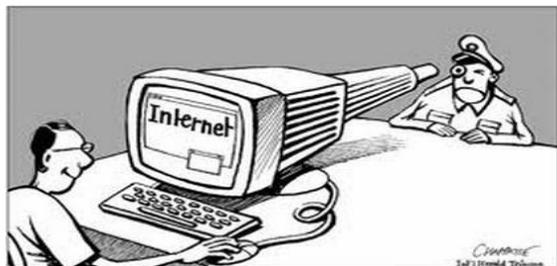
The use of social media

Social networking sites such as Twitter, Facebook, YouTube, And Stumble Upon are not just for socialising, but they can be of great educational help as well. Students need to know how to benefit from these free services in exchanging ideas and getting to know other students and sharing the knowledge. They can also use them to work on class projects and assignments. Blogs are also another learning element that students can use. There are many free blogging platforms where you can start your free blog: Blogger and Wordpress are great places to start with. Mastering the social networking skill can open up many promising horizons for students in the future.



Filtering and assessing Web content

Internet is ripe with content covering everything you look for. Students often use it to look for information they need in their school projects. Just typing in the search query and clicking on the first search results is not enough to ensure that the content is trustworthy and has a degree of credibility. Many web sites owners use malicious techniques to trick search engines and get higher page rank. This is a serious issue for our students who do not know anything about this matter. We need to teach them that when they perform a



search online and land on a web page that answers their query they have to look first for the author of the article, check their authority in the field they are writing about. They can start with quickly reading their bio if possible, and professional and scholarly background. They also need to check the rank of their web page using very simple tools such as Google Page Rank and Alexa. There are extensions and add-ons that students can install on their browsers to constantly check the

rank of web pages. The content from an article that ranks 7 or 8 is more likely to be credible than the one from a website that ranks 1 or 2. I personally use both the [Alexa](#) and [Google page rank checker](#) on my Chrome browser and whenever I am on a website the first thing I do is to look up and see their rankings. Google assigns a page rank to every website online. It uses numbers from 1 to 10 with 10 being the highest. Alexa also classifies websites according to their total page views, their backlinks and popularity. It starts from millions to 1 with number 1 being the top.

Typing Skill

Typing, which is disregarded by many learners, can be a real pain in the back when preparing a classroom project. Learning how to type fast and accurately is a skill much needed even outside school in the market place. We are living in a fast paced world and the quicker you do things the better chances you get. I have some resources for students to develop their typing skills. These are mainly interactive games and exercises that they can use from time to time to master their keyboarding. Check out these resources:

[Free Resources to Develop Typing Skills](#)

[Test and Improve your Typing](#)

Staying secure and safe online

Students need to learn how to keep their identities and data safe from intruders and hackers. The web is full of scammers and unless we take our precautions we might be a victim of one of them one day. Here are some resources for online safety to check out.

[Free Tools and Resources about Internet Safety](#)

[Google Good to Know: Everything you Need to Know about Staying Safe Online](#)

[Google Plus: Safety Guide for Parents and Students](#)

Back up data or Plan B

As students use the web to work on projects and assignments from school, it is important that they know how to back up their data for a rainy day. Prevention is better than cure. Here are some resources on backing up data.

[Google Takeout Back up your Data](#)

[Free Resources to Back up your Files](#)



Respecting Creative Commons and Copyright

When students create multimedia projects they might be tempted to simply do a Google Images search and use the first images they see. But as educators and teachers, we have a responsibility to teach students to respect copyright holders' rights. One of the ways that we can do that is by teaching students how to use Creative Commons and Copyright Infringements. Let us take the use of images as an example. Students need to know that images that are shared on the net are protected by copyright. This means that they can not just take images that someone else has made and use them as their own. Using someone else's work without permission is called "Copyright Infringement". This can get people in trouble. Fortunately enough, some people are reluctant to share their work so that others can reuse. Creative Commons is an organisation that gives out licenses for people to share their work (like the photos they've taken or pictures they've drawn). Students can use these kinds of images on their multimedia projects and blog posts as long as they attribute the image. Attributing the image means adding a caption under the image to say who made the image and where you got it from. Here are some websites where students can get images with a Creative Commons License:

[Morgue File](#)

[Wyllo](#)

[Edupic Graphical Resource](#)

[The World Images Kiosk](#)

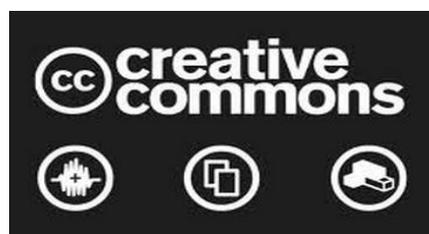
[Image Base](#)

[Photo 8](#)

[Google Images](#)

[Yahoo Images](#)

[Animal Photos](#)



Analytical Thinking and Application

Students need to be able to scan and sift through information and determine what the important information is, and what should be omitted.

Critical Thinking

Students need to be able to think for themselves, learn on their own, understand and access facts and figures and engage and interact positively in a team environment.



Communication skills

Students need to learn how to maintain a good communicative behaviour. They need to learn how to listen to others when they speak and judiciously judge arguments and facts. Effective communicative skills are necessary for the job market and for life as a whole.

Responsibility

Students need to learn how to accept to be accountable for their actions and learn to accept change in a fast-moving digital environment in which transformation is inevitable and necessary.

Citing Resources

This is a skill much needed in a world full of plagiarisers, but as educators we need show our students how to grow up respecting others' copyright and properly citing their resources when working on a research or a classroom project. Here are some articles to help you teach this skill:

[Taking The Mystery out of Copyright](#)

[Citation Help Resources](#)

Finding and Using Mobile Educational Apps

The world is going mobile and the majority of our students own a mobile gadget of some sort. Studies have shown that kids spend more than 4 hours interacting with their mobile appliances, which is a huge amount of time compared to how much time is left for other tasks. As educators, we need make sure to keep our students with the right mobile apps to install on their devices. There are tons of learning materials included in the apps market. These apps offer help in a variety of topics such as learning languages, Math, Physics, Geography, History, Technology, and many more. Most of these apps are also free so why not leverage them to our favour. Here are some links where you can get learning apps:

[Socratica](#)

[Quixey](#)

[Appsylum](#)

The list of these skills is not conclusive. We might have missed some other skills here but at least the ones mentioned above are the top ones and have the priority over all. Before we move to teachers skills let me share with you this diagram published on theatlantic.com in which students skills are organized according to their importance in the voters eyes.



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Conference Report:

46th Annual IATEFL Conference - Glasgow (UK), 19-23 March 2012

**By: Aleksandra Popovski-Golubovikj,
"Elit" Private Language School (Struga)**



As a representative of ELTAM, Macedonia I had the pleasure of attending the 46th Annual IATEFL Conference in Glasgow (UK), March 19-23, 2012. Featuring an average of 500 presentations, the IATEFL Conference offers the participants to enjoy 5 exciting days of professional development, networking and fun.

The first day was reserved for the SIGs' Pre-Conference events (there are 14 IATEFL SIGs) and the Associates' Day. The Associates' Day is an event during which representatives of all associates work on and discuss different issues concerning the operating of teachers' associations from different parts of the world. It was such a great pleasure to meet teachers who are involved in improving the conditions for the development of one of the most important professions - teaching. The next 4 days were filled with numerous presentations and workshops. The mornings were reserved for the plenary sessions led by Adrian Underhill 'Mess and Progress', Diana Laurillard 'Supporting the Teacher as Innovative Learning Designer', and Steven L. Thorne 'Awareness, Appropriacy, and Living Language Use'.

There was a great variety of presentations to choose from although many of them this year were too region-focused. My favourites were by Alan Maley who gave a very interesting and practical workshop on creative writing and Raymong Kerr's workshop on TPR. Raymond is also going to be the plenary speaker at our upcoming conference in October and he is also doing two more workshops. So if you want to hear something practical, useful and interesting make sure you are in Skopje in October (dates: 27-28).

The social events were interesting and creative. The Crystals performed their Shakespeare extravaganza, Adrian Tennat organized his famous International Quiz, and of course, Pecha Kucha. The British Council also promoted its new web site for teenagers Learn English Teens and it was nice to see some familiar faces there.

During the conference, ELTAM officially signed the partnership agreement with TESOL France and made contacts with several associations from Europe. These contacts, followed by more contacts during HUPE Croatia and ELTA Serbia Conferences, have resulted in signing partnership agreements with IATEFL Poland, IATEFL Hungary and MSATE (Czech Republic).



There are so many more things I could write about but it would take you a long time to read everything. I would just like to say that attending an international conference is an event that brings many benefits and one should take advantage of every opportunity to attend one. There are so many conferences in the region that you can attend and ELTAM can even help its active members to participate at these conferences in terms of a lower conference fee or sending them to a conference as the official representative. This is yet another reason why I love being part of a professional association.

You get a chance to travel and meet new people, explore new places and learn something new. Finally, I would like to thank the British Council Skopje and its staff for their support and help in order for me to be able to attend the 46th IATEFL Annual Conference. The British Council has always been a source of great support for the development of our association and our profession. ***Thank you, ELTAM and British Council! Guid cheerio the nou! Lang may yer lum reek!***

Conference Report:

21st Annual BETA Conference - Ruse (Bulgaria), 30 March-1 April 2012

By: Jasmina Ivanovska, Centre for Foreign Languages (Skopje)

The 21st BETA Annual Conference (31 March - 1 April 2012) took place in a most picturesque destination. The long journey to Ruse proved worthwhile, as this beautiful town in the north-east part of Bulgaria had plenty of magnificent sights to offer; it attracted around 250 English language teachers from different countries in the region.

The University of Ruse made an excellent conference venue - spacious, warm, well-lit and well-equipped for the presenters who all made full use of the advances the technology provides. It is rather hard to imagine what conferences looked like before the elegance of Power Point presentations appeared.

The conference topic was a broad one, as it can be seen from its title: *Innovative Teaching, Active Learning, Effective Assessment Practices in Language Education*. In accordance with this, the conference programme covered a variety of issues, which I liked a lot - everybody could find something of interest. There was one dominant line of thought, however, an ELT issue that has been considered a burning one for more than a decade: CLIL. The pre-conference event (which I did not attend) sponsored by the British Council Bulgaria, was entitled “CLIL and ELT: What does CLIL Mean to English Teachers?” and two presentations were given by Phil Ball and John Clegg. **Keith Kelly** (Factworld), one of the conference plenaries, also focused on CLIL and how to bring the world into the language classroom. He elaborated on how English language teachers can engage their students into projects which require learners to investigate their world and the world around them. For example, if you are interested in science projects and wonder where to start, you might visit this web-site www.scienceacross.org and hopefully find it useful.



There were three more plenary sessions which addressed different ELT aspects. **Adrian Underhill** (Pilgrims, UK) discussed ways in which teachers can learn from their own experience. In a most inspiring way he urged us to become ‘learning teachers’ and find a way to look into our own actions we do in the classroom every day. It is clearly not an easy task to accomplish, as the reflective practice requires both time and effort but, as Ruddock put it: “...not to examine one’s practice is irresponsible; to regard teaching as an experiment and to monitor ones’ performance is a responsible professional act.”

Do you know what ‘a train manager’ refers to in Britain nowadays? If your answer is ‘a conductor’ then you are right! **Tim Bowen** (Pilgrims, UK) examined how the language changes and if these changes are here to stay. He also discussed the absurdity of language redundancy by asking, for instance, why things will be postponed *until later*, or why we use expressions such as ‘PIN number’ or ‘foreign imports’. This plenary session was a most interesting one, providing abundance of examples from contemporary English.

Galya Mateva and **Svetlana Dimitrova-Gyuzeleva** (Matevi Language Centre/New Bulgarian University) presented the outcomes of a project on multilingualism in the classroom. Students of all age groups were

strongly encouraged to discover diverse and similar linguistic patterns across European languages in order to develop their general linguistic competence and language learning skills.

There were 6-10 simultaneous presentations or workshops in each conference slot, which made it difficult to choose which session to attend. Here are some of the numerous ELT issues raised and discussed: reviewing coursebooks, writing-tasks assessment, self and peer assessment, pronunciation, language acquisition, Lexical Priming theory, etc. I would like to single out the presentation given by Suzan Dima, the British Council Bucharest representative. She dwelled upon the question of assessing speaking skills in the classroom; when asked to share our speaking assessment techniques, most of us described activities we use to develop speaking skills and techniques for error correction, which was not an appropriate answer to her question. This way we realised that while having very clear criteria for assessing grammar, vocabulary, listening skills, etc, we truly lack mechanisms for speaking assessment and we mostly assess impressionistically. We were advised to either compose or download [tick-sheets](#).

A few more details worth mentioning: one of the best organising points of this Conference was giving separate space in the programme to all the commercial presentations. That way the participants knew what to expect during a particular 30-minute slot; this is probably an effective pattern that each conference should follow regarding sponsors' presentations.

The Conference was accompanied by a book fair organised in the hall of the University of Ruse. It offered a variety of ELT books from various publishers, as well as information about the examinations which are currently popular in the region.

Finally, the inevitable pleasure aspect of every happening of the kind: the cocktail party! It was held at the Cosmopolitan Hotel and was an event all the participants enjoyed tremendously. Socialising over good food and drinks in a relaxed atmosphere was exactly what we all needed after the busy day!

All in all, this conference was a very well-organised event and a wonderful opportunity to share ideas, to learn something new and to evaluate our individual professional growth and development. In the end, I would like to express my gratitude to ELTAM for giving me this opportunity to be their official representative at the BETA Conference.



Conference Report:

5th National ELTA Albania Conference - Tirana, 18-20 May 2012

By: Sirma Stavreska, "St. Naum Ohridski" Primary School (Ohrid)

The event took place in Tirana, Albania, between the 18th and the 20th May, 2012, in the venue Chateau Linza Resort in the Dajhi municipality in Tirana. Presenters from all over the world attended the Conference, and the keynote speakers suggested great ideas, materials, approaches and research methods for improving our ongoing teacher's practice.



The workshops were scheduled in four conference rooms, Room A being reserved for the plenary speakers and for coffee breaks, which was a great opportunity to network with people included in teaching ESL.

The Conference started with the welcoming speech of Mrs Ludmilla Stefani, who couldn't hide the pleasure of celebrating the tenth milestone from ELTA's formation back in 2002. This jubilee was also praised by Virginia Evans, who said that ELTA used to be like a baby, who needed nurturing, but with constant work and help, it has grown into an association, which constantly encourages collaboration and cooperation among teachers in the country and the region. The welcoming speech was followed by the first plenary session, which was held by the current TESOL president, Christine Coombe, who tried, through her interactive presentation, to make us examine our balance between the ever-demanding challenges of teaching ESL and our private life obligations. She aimed to explain how to set achievable goals and get the best of both worlds.

The theme of the 5th ELTA Conference was "*English Teaching in the Next Decade*". It focused primarily on the development of the English teaching in Albanian schools, but any ESL educator can use the ideas. A great number of distinguished speakers presented or had their workshops the following day of the Conference. Together with Ms Emilija Paunkoska, we held a workshop about the "*Benefits of Using ICT in Teaching ESL*" and how fun using ICT can be. Besides this, I also had the great pleasure to be the official ELTAM representative on the Conference, for which I am very grateful.

During the breaks, several publishing companies presented their newest products, among which were Macmillan, Cambridge University Press, Express Publishing and many others.

My favorite experience from the Conference was meeting the TETA (Tuzla English Teachers' Association) team. They have recently established their association and they joked that it sounds like the word 'auntie' in Bosnian, but it is spelled a bit differently ☺. I hope that they would be able to attend ELTAM's Conference in October.

Overall, I really enjoyed the Conference and I look forward to applying some of the ideas I heard and saw there. It was a great experience for me and I would gladly recommend ELTAs Conferences to everyone.



Report: **National Essay Contest 2011**

By: Kathy van der Wedge, US Peace Corps

The 2011 National Essay Contest celebrated the 6th year of partnership between ELTAM and the United States Peace Corps to advance the writing skills of students in grades 7 and 8 Primary School and 1st through 4th years of High School. This year there were almost 300 students who submitted essays for judging. Students showed great enthusiasm for writing about "My Life - My Passion," describing a variety of passions for everything from sports to music to their families and communities, and, of course, their passion for writing. Students received an electronic Certificate of Participation as their essays were received by email. The essays were sent for a first Regional round of judging by Peace Corps volunteers throughout the country. Macedonia was divided into six regions, and each region had a first, second and third place



winner. The Regional First Place essays were sent to a pair of judges, one Macedonian teacher of English (an ELTAM member) and one Peace Corps volunteer, who worked together to determine the winners at the National level - there being three first-place winners (Category A = 7/8th grades, Category B = 1st/2nd year high school, and Category C = 3rd/4th year high school). Everyone who participated in the judging found it to be a rewarding and enjoyable experience, and hopefully, more teachers will volunteer for this important job the next time. The contest culminated in an Awards Ceremony held at the Peace Corps office in Skopje where winners

received certificates and gifts prepared by ELTAM, and were treated to a visit to the United States Embassy where they were hosted by Deputy Chief of Mission Aggeler, who had read the winning essays and discussed the winners' passions. Pictures of the Awards Ceremony can be seen on The National Essay Contest Macedonia Facebook page.

The following three essays showcase the National winners of the Essay Contest for 2011.

Ana Marija Chklamovska (Grade 8), Bitola

Sometimes people do somethings with a lot of energy, which makes them feel happy, excited and alive. That energy is passion. There are lots of things that makeus passionate, but the one that I give my energy for is swimming. What do I see when I say this word? I see water, waves, freedom and space. These are the things that have made me crazy for swimming since I was a little girl. The first time I touched water was something new and interesting. It was 10 years ago, in Metamorphosis, Greece. I can still remember it. But my mother said to me that noone could get me out of the water. Some children are afraid of water, but that did not happened to me.

Then, I started watching this sport on TV and I could not get my eyes off it. I wanted to have a swimsuit, a swimming cap, goggles and the power to swim across a pool or asea. This was how my passion started to grow. As I got more and more into this sport, I started to take swimming lessons and I am still taking them today. I cannot wait to go to the swimming pool!

Now that I am fourteen years old, the only thing that makes me sad is that I am so busy studying andc annot swim every day. In summer, my parents and I go to Greece where I can swim in the sea, and in autumn, winter, and spring I go to the city's indoor pool. It does not matter whether I swim in the sea or in the pool, in winter or in summer - water is all that I need. I think I will always have this passion for swimming.

Swimming is more than just a physical exercise for me. With swimming I find my peace and freedom. I will never give up swimming and my schedule will always be organized so that swimming will not be excluded. Maybe one day I will have the chance to teach children how to swim and to feel that pride when someone does his best, as my present trainer feels for his pupils. Maybe swimming would be my relaxation after work, who knows? And in the end, I have just one thing to say: Let's go swimming!

Vanja Kitanova (Year 1 HS), Strumica

Lines - we draw millions of them during our lives. With a meaning or without one, we draw them straight, curved, long, short, thick, thin, dashed... Some people enjoy drawing lines. It's a kind of a thing they get relaxed with. Kind of a passion. A way to express yourself, what you feel and what you mean. A way to send a message to the world. A way to describe what you fantasize about, without worrying if you're understood or not. That's what passion is. That's what drawing is. A kind of a passion. My passion.

Drawing is not only holding a pencil or a pen and leaving a line behind its steps on the paper. It's much more than that. It's a constant looking for a way to get the lines together in a magnificent composition. It's an endless trying to make a face more expressive, a flower prettier, a wrinkle deeper, a smile wider. To me, drawing is a way to retell a story in something different than words. A way to immortalize the look of a face which shows less, but tells more. Drawing is a way to create a better world using nothing but my imagination. A trip to a part of my fantasy where life is carefree and lines create perfection. Drawing gives me tenacity to make each line more perfect than the last time, it gives me the patience to erase and try again and again for hours to reach perfection. Although I know that perfection could never be reached in any segment of life, a true life passion is the thing that keeps you believing that you can reach it. That's what drawing is for me... The thing that keeps me awake at 5 a.m. without being tired. The thing that offers me rest and relaxation when I need them most. The thing that takes away all my bad thoughts and negative energy without me even asking for it.

Drawing is my passion because it's the only thing I always enjoy doing, the only thing I am never too busy to find time for, the only thing I am not too tired to stop doing, the only thing I never get bored with. It's my passion because it's the endless source of my happiness, the sweetest food for my fantasy. It's my passion because I know that every tiny piece of effort I've put into it comes back as a smile on my face and the faces of other people when they see what I've done. It's my passion because it's my life.

Markona Duceska (Year 4 HS), Gostivar

I am the perfect artist of my life. My feelings are my paints, my wishes are my art brushes, my ambition is my masterpiece, my life is my art. Nobody can change my style of painting because art is my life and my life is my passion. This art of mine makes my life more interesting and more enigmatic. What an inspiring soft morning. I feel the smell of the first coffee and I enjoy the beautiful view from my studio. A lot of paints' tubes scattered everywhere, the curtains are spread of red, blue, bright shades, several unfinished paintings, the wall scabbled with symbols, and a few dispersed books of art literature-that's my studio. Welcome to my world of passion. Mmmm...looks like the new sunbeam has changed the sparkle in the eyes of my portrait. Out there is my T-shirt, finally...It seems like the portrait wants to tell me something it feels now, how the hand is slipping slowly and I feel happiness from the bottom of my soul. My heart beats very strongly when I hold the paintbrush, I become excited when my fingers touch the paint's surface. I am never tired, just thirstier and thirstier for drawing. I am always trying to catch that fine line, that fine wrinkle that makes the human face so realistic. I analyze every line, even the smallest moves of its eyes. I go through the face I had painted, wondering what feelings it hides, whether sad or happy or pensive, and then somehow I seem to know it all. I feel its concerns, its desperation, and its absence deep in the thoughts. Simply I feel them, although portraits aren't real person. My body trembles, the smell of the paints intoxicates me and then the doors of my uncommon, unknown world of fantasy open. In that world I am the greatest and the most famous artist. My friends are the most talented people and experienced artists. We make friends with the Muses, drink the wine of Gods, we draw the most magnificent and valuable masterpieces. We have our own language; we talk to each other through the brush's prints. We paint in silence, with patience, enjoying the violin's melody and the delicacies of the fresh grapes. My style is one of the most impressive and distinguished in the Louver's galleries. But being a bestseller is not important to me, what is important is being understood by the other people. The view of the world is different looking through the magic of colors. Art is the only power which makes sense in my life. Now, I close the gates of my world, I have to feed my cat. So, find your passion, because without it life is just an aimless maze.

What's a Cake without the Icing?

[Social Psychology and ELT – The importance of Endings]



Nick Michelioudakis

(B. Econ., Dip. RSA, MSc [TEFL]) is an Academic Consultant with LEH (the representatives of the Pearson PTE G Exams in Greece). In his years of active involvement in the field of ELT he has worked as a teacher, examiner and trainer for both teachers and Oral Examiners. He has written numerous articles many of which have been published in a number of countries. He likes to think of himself as a 'front-line teacher' and is particularly interested in one-to-one teaching and student motivation as well as Social and Evolutionary Psychology. When he is not struggling with students, he likes to spend his time in a swimming pool or playing chess. To download articles or handouts of his, you can visit his site at www.michelioudakis.org.

Think about some of the ELT-related theories you have studied / heard about so far. The 'Natural Order' hypothesis, Halliday's theory of Lexical Cohesion, Transformational – Generative Grammar etc. etc... **Q:** What do they have in common? **A:** They are not much used outside the classroom. Now compare these with the following two principles, for example: 1) 'The more we see something/someone, the more we tend to like them' (The 'Mere Exposure Effect'); or 2) 'People like you *more* if you are *less* than perfect!' (The 'Pratfall Effect'). The difference is that these two principles are useful both in class AND everywhere else! What is more, they are far more interesting for the average person, which means you can discuss them with people outside our field.

This series of articles draws on findings from the field of Psychology. It is based on the firm belief that we stand to gain enormously by looking at ideas from other fields and 'importing' the ones which are relevant to our work. To find out more about the rationale behind this series – and the experiment described in the article that follows, just go to YouTube and type 'Psychology and ELT' (it is the first clip that comes up) or simply click on this [link](#).

Never mind the icing for the moment, just think about the cake – or the pudding or whatever the dessert happens to be. Have you ever wondered why it comes at the end of the meal? Why should we not start with the chocolate soufflé and finish with the salad? But that would be an anti-climax, wouldn't it? As Ariely points out endings are disproportionately important when we evaluate the overall experience (Ariely 2010). Smart guys know this and a romantic dinner is never without dessert!

From the dinner table to the dentist's chair: Picture the scene: you are at the dentist's and he has been torturing you for the past hour or so. Then he puts away his drill and says: 'Ok, we are done now, but if you want – as a favour to you – I could top you off with some mild pain...' © This is how the brilliant Paul Bloom introduces a fascinating discovery by Daniel Kahneman (Bloom, Lecture 20 – 39:00)

In an experiment conducted by the latter, subjects were paid to keep their hands in icy cold water. In the first stage one hand was immersed and held there for 60 seconds. In the second stage the process was repeated with the other hand, but this time the hand was kept there for an extra 30 seconds. During these 30 seconds the temperature rose gradually so that the water turned from totally freezing to (just) bitterly cold. Then the subjects were asked which of the two experiences they would prefer to repeat for a third session. So – what would you choose? Excruciating pain for a minute or the same thing plus an extra 30 seconds of less intense pain?!? It looks like a no-brainer, doesn't it? Incredibly however, the vast majority of the subjects chose the latter option!! (Burnham & Phelan 2000)

Why does this happen? The answer is that nature works with imperfect mechanisms. It is simply too much for our brain to remember each and every aspect of what has happened. Instead, it is far more economical to focus on the 'peaks' of experiences and on how they end! (Nettle 2005) Remember Ariely? Endings matter! *The way something ends colours our perception of the entire experience!*

Applications in the field of ELT: It is incredible how big a difference an awareness of this fact can make to our lessons. Here are some practical tips:

Avoid setting H/W at the end: For starters, H/W is too important to be left at the end when ss may be too busy packing their bags. You want to make sure they have understood what they have to do and perhaps clarify any points they may be uncertain of. More importantly however, H/W has negative associations (Painter 2004) and it would be unwise for us to allow this to influence the way they recall the entire lesson!

Do not exceed the time limits: Unlike many of us, our ss actually do have a life! ☺ Even the most motivated of them have things to do after class and many times they resent being kept for longer than they expect (Lewis & Hill 1995). You may be thinking you give them better value for their money, but this is not how they see it. Finishing a lot earlier does not cut it either, as ss often feel short-changed. In my experience it is best to finish 2-3 minutes 'before the bell goes off' – then ss feel relaxed and they can 'savour the aftertaste' of your lesson better!

Save a flexible activity for the end: Time and again I have caught myself starting a 20-min task 10 min before the end of the lesson. This is asking for trouble (see previous point). Alas however, we often do not know how long an activity will take! Therefore it is best to save a flexible activity for the end – one which you can cut short (or extend!), such as a quiz for instance! Even if you had planned to ask your class 40 questions for instance, you can always cut the number down to 20.

Summarise: Finishing by going through the main stages of the lessons (together with the rationale!) gives the lesson a sense of purpose and structure. It is true that the lesson is a dynamic reality in which a T will often stray from the original plan. Nevertheless, a good lesson always has some coherence and deviations are often dictated by sound pedagogical reasons. Make sure your ss can see that (Harmer 2007). Remember – what is obvious to you, may not be obvious to them!

Avoid 'fading out': Having given an excellent lesson, many colleagues 'run out of steam' at the end, as in 'Well, I hope you've learned something today – see you again on Wednesday'. But if the lesson was truly brilliant, this limp way of ending is disastrous! Why this is so can better be seen in presentations; speakers who end like this fail to even get an applause sometimes! The moral here is: You cannot afford to relax - even a 'won' game can still be 'lost'!

End with a bang! Having recapitulated, you can then give your ss a little treat (Dornyei 2001). This can be a short, fast quiz (if they like games) or a short poem, or a memorable anecdote or a quotation that will set them thinking or a song. For me, humour is the perfect dessert! You can tell your ss a joke, show them a funny video clip or even a funny commercial related to the lesson. The possibilities are endless – and it is worth it! If they are talking about it as they are leaving the room, you have won!

Away from ELT – Guys take heed! Naturally, the more highly evolved of the two human subspecies (women! ☺) have known about the importance of endings all along. In a memorable scene from ‘Friends’, Chandler expresses male frustration over the female desire for (post-coital) ‘afterplay’: ‘For guys’ he says, ‘foreplay is like the comedian before the main show; once the show is over they want to leave but the women want to see the comedian again!’ Then Rachel comes up with the inimitable: ‘Guys – all I can tell you is this: you’d better bring the comedian back or you’ll be watching the show by yourselves!!’ ☺

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THE STATE OF OUR PROFESSION **(from the point of view of a very tired teacher)**

I have been involved in teaching English for about 20 years now and lately I have noticed so many things that have taken a wrong turn. I feel I need to say something, not because I want to change the whole educational system (such a great system, right?) but because I want to take this burden off my shoulders.

I will start with the private vs state school dichotomy since I am a teacher at a private school (who used to teach at a state school as well ... Long live the Ministry and the Bureau!). Why should there be a **VS** between these two words? It seems that more and more parents and students do not understand the true nature of these two things. The first thing you hear from a parent sitting opposite you in your private school is: "If my kid attends a private school I expect him/her to have an A in English at a state school!" Says who? And to you teachers from state schools, nobody wants to take your job or replace you. We do not know more than you do, we just work in a different environment.

All we want is to enable the students to have more exposure to the English language and thus make them better speakers of English. Why is it so hard to understand that the ultimate goal of our profession is not our students to have As or Bs or whichever grade you want, but to have students who come to class eager to learn, students who will one day be able to say 'Thank you for all your hard work! I won a scholarship to a UK or USA university because I passed FCE, CAE, TOEFL, IELTS (you name it)!' It seems that our focus as teachers has shifted from knowledge to grades and that is also reflected in the parents' and students' attitude. Do you think that a kid who can't spell BICYCLE will not be able to speak English? Or if he does not put a comma after If-clause, the person reading the sentence will not understand the gist?

Another thing - dictation? Why are you so hung up on it? Dictation is a means to improve spelling (if you decide to use it after all) not grade your students' knowledge. And where did some teachers go to university? Where did you learn that playing is spelled 'plaiing'? Or that apple is pronounced /eIpl/. Excuse me, but this is unacceptable! Did we forget what it felt like to get a lower mark just because your 'a' looks like an 'o', or because your teacher came in late and you had only 30 minutes for the test with 10 exercises?

Don't get me wrong, private schools are just as bad. There are thousands of schools that are basically managed by people who graduated from the Faculty of something-not-English-or-ELT and they set the standards in our field. The teachers who work there are sometimes too lazy to stand up from the chair and actually teach. They don't even bother to write a lesson plan. Their idea of an interesting lesson is playing a DVD to the students and taking a nap!

And how about all that ICT? Have we forgotten how creative our profession is? We used to spend hours preparing drawings of furniture and clothes, Bingo cards and board games. Now, we panic if the computers in the classroom do not work. 'Oh, my God, oh, my God! Where is Bill Gates when you need him? How can I have a lesson without my precious computers? My precious!'

Finally, everybody is talking about professional development but what professional development and for whom? If you mention the word 'training' to a state school teacher the first question is: 'Is it by the Ministry / Bureau?' and if you say no.... oh, the beast has been unleashed! What a preposterous thing to say, training by another institution? Shame on you! We do not get paid enough to invest into personal professional development. The same thing happens when you mention the same word to a private school teacher: "What? Training? I already know everything!" Well, you don't! I certainly don't!

It seems that we have become a profession of vain people who only look at things from one side and forget that there are always two sides to everything, sometimes even more; people who do not take criticism and consider themselves the bearers of ultimate knowledge of the English language.

Our profession is in the state of utter discontent at this point. Teachers complain of low salaries, too much administrative work, lack of enthusiasm on both sides - the teachers' and the students'. Well, nobody said it would be easy and it doesn't get any easier. However, if we as teachers truly believe that our ultimate goal is to change someone's life or influence just a tiny little bit of it, then it is all worth it.

(I feel a little better now, thank you!)

An Interview with **JAMIE KEDDIE**



Jamie Keddie is a European-based teacher, teacher trainer, writer and presenter, who is originally from the East Coast of Scotland (hence the accent!). He is the founder of **Lessonstream** (<http://lessonstream.org>), the site that was formerly known as **TEFLclips** (dedicated to the use of online video in the classroom), and winner of a British Council ELTons award. His publications include *Images* in the *Resource Books for Teachers* series published by Oxford University Press in 2010. Jamie Keddie is an associate trainer at Norwich Institute for Language Education in the UK.

1. Teacher, teacher trainer, writer and presenter are some of the words that you have been described by. What nouns would you add to this group and why?

- As we all know, teachers have many roles: *psychologist, musician, motivator, manager, child minder*, to name a few. It took me a long time to add *storyteller* to this list. When I think back to my own schooldays and remember some of the great teachers that I had, I ask myself what they had in common. They were all good people. They were inspirational. And they they were good communicators who made use if storytelling devices to teach.

2. What do you mean by storytelling devices?

- Well, I remember a maths teacher that I had once explained the concept of Pi to us by telling us a story. She could have told us that Pi is the ratio of the circumference of a circle to its diameter. But what would that mean to a 12 year old? Instead she set a problem for us which was based on one of her own experiences. The situation that she described was a funny one - it involved teacups and shoelaces. In telling us the story, she inadvertently gave us information about who she was and that was as important as the maths!

3. So how do you make use of storytelling in the language classroom?

- The very word 'storyteller' probably conjures up an image of a performer with an audience. There might even be a campfire there as well. The important thing is this: How many people are speaking? I imagine that in the standard image, there is only one. As a language teacher, I like to look for ways to turn a single story into a whole class communicative event. That means that monologue becomes dialogue. Issues within the story are put to learners whenever they arise. The asks questions. Language points are pointed out and practised along the way. New words, expressions and structures can be taught as we go along. And language learning techniques such as dictation, translation and drilling can be used whenever we want. Why not? A story can contextualise such techniques very elegantly and bring them to life.

4. Is this something that you explore in your website *Lessonstream*?

- Very much. It used to be a teachers' website dedicated to digital materials. Now it is a website dedicated to the use of narratives in the classroom. Many of the narratives come from video. And many of the activities involve a technique called 'Videotelling'. This involves taking a short video clip and turning the narrative into a story. So, for example, I might tell you the story of the goldfish who is at home, swimming around in his bowl. He is quite happy until an uninvited visitor appears - a cat. The cat has a naughty expression on her face. She walks slowly towards the fish licking her lip, her tail forming a question mark in the air. The goldfish shows signs of panic. The cat reaches the bowl, stops and gets ready for the kill. The goldfish looks terrified. But then something unexpected happens and the cat runs away.

This is Videotelling. We deconstruct a clip and deliver the narrative verbally. In other words, we tell the video rather than show the video. We ask questions along the way. We ask questions at the end such as: What is the unexpected incident and why does it scare the cat? What is the genre of this video (cartoon, film clip, advert, etc.) If it is an advert, then what is the product? Later, students get the opportunity to see the clip.

There are a number of activities on Lessonstream that make use of this technique and a lot more to come. If you want to know what happens in the clip, you'll have to visit the site :)

5. So what is next for *Lessonstream*?

- Well, in the Autumn, I am going back into the classroom. I have a new teaching job lined up in Barcelona. I am looking forward to it because I will be making use of video cameras while I teach. The idea is that I am going to use the activities on Lessonstream and film myself doing so. You could call this a 'teacher cam' project. As we know, video cameras can be a great asset to the classroom. We can use them to capture student performances such as songs, role plays, etc. But we can also use them to film ourselves and share our practise and techniques with others. This is all about teacher training. I am a great believer that the best way for teachers to develop is by watching and learning from each other - the good and the bad. We can share our own ways of giving instructions, managing a classroom, responding to students, etc. Sadly, we don't always get the opportunity to do that. However, a camcorder is an effective substitute. I have been saying this for a while now and now it is time for me to put my money where my mouth is! So that is the idea - to film myself using the activities on Lessonstream and share them with other teachers in the hope that other teachers will follow suit. I would love to watch and learn from my peers. For years, we have been writing and telling each other what we do behind the closed classroom door. But now video allows us to show. Showing is much more valuable for teachers. It gives the full picture. The life, the people, the communication, etc. These are all missed on the written page.

Introducing the Benefits of Blogging into the Educational System

By: Slavko Deshic

We often ask about the principles of education, and time and again try and question the foundations with the purpose of challenging them in order to strengthen and improve the practices, ergo the results they produce. Does the standard educational method require change?

The answer to this question is purely philosophical in its very nature, so as such it doesn't apply only to the extent of education alone as a separate whole, but rather on the very idea about what education stands for. And since this imposes a broader area, we might as well comply with thesis such as the one by Charles Taylor in his wildly approved book on multiculturalism. There, he takes education to explore how one culture develops, and he only comes to realize that it's not independent from the culture itself, but rather an extension and mutually equal counterpart. But I digress ...

My point is that since education is forever bound with the goals and understandings of society, then, logical enough is the conclusion that it should grow alongside with them in the most natural of ways. This meaning it should adopt some of the most common practices nowadays, whether we are talking about concept change or a simple adjustment in technicalities. And while the first is wildly discussed, the latter is more possible and sometimes necessary to an extent.

The idea of change in the educational process in a way of involving technology can be very justifiable. The benefits can be numerous, and this explains the point as such. But why supplementing the standard process of education? Why adjusting the already good old practice? Simply put, the change in results requires such a thing. It was very hard to reach students before, harder still when global trends such as the internet emerged. And since statistics show that more and more time is spent on the internet, it's quite logical to take the education and bring it where students tend to give their undivided attention. In addition, psychologists say that if it is passed in a form that is not of a mandatory character it can be far more appealing to students regardless their age. Over time the internet space became a place that is in a way felt private for some, so logical enough is to not try and violate that privacy. Therefore the cornerstones of education such as homework assignments cannot pass here, and a different approach should be constituted.

Years back when I was having my first contact with the English language, I remember my professor encouraging us to read magazines in English, but so that we develop our passion for the matter within the magazines, rather than some obvious more narrow approach, closely connected with the studying itself. So only looking back in retrospect, I can really see what she did there, thus that practice becomes quite clear now. Passing magazines on to us with themes such as teenage concerns, or celebrity news and trivia from the showbiz, made us engage far more than anything else would have had. It's knowing your audience, I guess. She probably encourages students nowadays to engage more with the tools that are most popular today, such as the internet. After all, that is the most powerful ability of education - to be able to bend and flex depending on the demands and trends, and by that give the optimal results. Yet I digress once again ...

So given the fact that the internet is blooming nowadays, the logical choice would be to tilt more and more towards fully exploiting its power. By being an observer in the blogging industry, a niche blogger for a while now, an avid reader of blogs, and somewhat of an internet marketer, I can say with certainty that blogging can fit perfectly into education and serve as a supplement. Especially in the learning process of

English, since the net became what television and music industry once were in terms of ambassadors of language.

Truth to say, the discussion regarding the implementation of blogging in the educational process has already attained some popularity, although it is still more preserved in circles already familiar with the practice (professors who already leverage the power of the internet). Nonetheless, it rapidly gains attention even outside these circles, offering a model which, when perfected, can slightly change the course in which education is conducted.

But let us now delve further into what makes blogging such a perfect fit.

As I already started to present my idea, the first thing is fairly obvious. The average student spends a lot of time on the net; therefore this should be the first clue towards where things should be directed more and more. Kettle, meet pot. Some are still quite skeptical about bringing the educational process on the internet, but alas, things are hopefully going to change.

However the form must be complex, yet naive. Mandatory is out of the picture, since then rules and guidelines are girded too tight, and the form loses its full potential. So the encouragement should be for teachers to direct students to blog about things that matter to them, things that represent some sort of passion, or interest, things that the students are likely to enjoy writing about during their spare time. That's the start. From there on it's an easy road, albeit somewhat unfamiliar.

The second reason why blogging is such a good fit, and also fairly innocuous with regards to the safety of conventional teaching methods, is the fact that the interaction is going to flow naturally, encouraging students to participate more while also being careful about what they write. Quite surprising are some studies pointing out how much time young people spent crafting their perfect comments on social networks, how much they invest into doing so. The reason why this is so important is that students will watch over their grammar, try and polish their writing skills, try and form their thoughts as close as they can compared to their native language. Henceforth, student participation can already be predicted to an extent. And here in Macedonia we have a rare phenomenon - young people try more and more to speak and write in English when using the social networks. That's an advantage that has never been used and exploited - up until now. For shame...

There is another erroneously confirmed fact, and something that is about to be disregarded soon after this approach is supplemented to the traditional teaching of English - and that is the belief that no foreign language can be assigned to students to study for more than couple of times a week. And wanting to believe this, it becomes logical, but on second thought, that's a no. Imagine that no methods of complexity were employed whatsoever, and this becomes an old practice. Wouldn't that be great? Sure it would, for students and teachers alike, that is. Here consistency becomes an asset without the need to leverage additional time and efforts. And with students consuming the language on a daily basis (this not only applies to the extent of writing, and responding to comments and naive interaction, but rather more reading, developing a sincere interest in the form and structure of the language, as well as learning more and staying interested in the language in the most natural of ways) improve all the aspects of their language skills and usage of the language tremendously, once again without any additional effort. This only concurs with the fact that this is quite a lucrative approach.

The thing is that there is not a complete and already given approach with this one, so the pleasure of researching and experimenting all goes to the teachers. Meaning, this should be an asset in the arsenal of teaching tools, and it should be used the way the teacher finds most suitable. Students can be encouraged to make blogs about their passion for things like photography, sports, outdoor activities, and many other similar

things for example. From there on the interaction between them is natural and sincere, whereby the interest grows even more. It's a classic chicken and egg situation, where we are not sure whether the idea of the language used, or the passion itself started the whole thing. There can be a class dedicated to reviewing the material for the purpose of giving advice, witnessing the results, or suggesting something slightly different. Really, it's all up to the teacher and his or her individual experience.

The thing is that the students will surprise with their own methods and ideas, and more and more of them will join. It's an approval seeking syndrome, I guess. And over time this practice will be adopted more and more.

Surprisingly enough is the fact that critical thinking is developed way more through interaction. And nowadays there happens to be a lack of such, wherein the students find hard to constitute and defend their own opinions, ergo write with ease forms such is the essay.

The idea of allowing blogging to enter the educational system, I believe, will dramatically impact this situation. For the better, that is. I also strongly believe that the educational system in Macedonia has the ability to apply this method, and I'm convinced in the benefits that come along with it. Having internet in almost every home in Macedonia, having in mind the fact how simple and yet free is to start a blog, having the technological setup in schools, and having the educational system quite adaptable to changes over the last couple of years, this should be at least considered as an option.



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ROYAL WEDDING TEST



I. COMPLETE THE SENTENCES WITH *SOMEONE*, *SOMETHING*, *ANYONE*, *ANYTHING*:

1. THERE HASN'T BEEN _____ WHO HAS SEEN THE ROYAL WEDDING GOWN.
2. HAVE YOU HEARD _____ ABOUT THE VEIL OR THE CROWN? THEY MUST BE DIANA'S.
3. _____ HAS SAID THAT THE HONEYMOON HAS BEEN POSTPONED.
4. THERE MUST BE _____ WRONG, THEN.
5. NO, THERE ISN'T _____ WRONG. THE PRINCE IS SIMPLY BUSY.

TOTAL: __ / 5



II. GUESS WHICH SPORT THE DUKE AND DUCHESS HAVE TRIED:

1. PRINCE WILLIAM PERFORMED A TANDEM _____ WITH FRIEND GUY PELLY. THEY JUMPED OF A CRANE OVER THE RIVER NILE WHILE ON HOLIDAY IN UGANDA IN 2003.
2. PRINCE WILLIAM SAID: "I LOVE _____, I HAVE ALWAYS WANTED TO SEE THE BARRIER REEF, IT HAS THE CLEANEST WATER ON THE PLANET AND THE MOST STUNNING MARINE LIFE.
3. PRINCE WILLIAM AND HIS ROYAL BRIDE-TO-BE KATE MIDDLETON TAKE TO THE SLOPES OF SWITZERLAND FOR A ONCE-IN-A-LIFETIME WINTER HOLIDAY. HIS ROYAL HIGHNESS IS WILLING TO TRY _____.
4. PRINCE WILLIAM'S GIRLFRIEND KATE MIDDLETON FELL FLAT ON HER BACK WEDNESDAY NIGHT AT A CHARITY ROLLER DISCO IN LONDON. SHE WAS _____.
5. BRITAIN'S PRINCE WILLIAM CARRIED OUT A MOCK MOUNTAIN RESCUE ATTEMPT _____ DOWN A ROCK FACE IN THE WELSH MOUNTAINS.
6. PRINCE WILLIAM AND KATE MIDDLETON WENT ON A _____ TRIP IN ALASKA. THEY SAID THEY LOVED THE FEELING OF GOING FAST ON WATER.
7. PRINCE WILLIAM WILL BEGIN TAKING FLYING LESSONS NEXT WEEK AT THE START OF A FOUR-MONTH ASSIGNMENT WITH THE ROYAL AIR FORCE. HE WILL ALSO LEARN HOW TO JUMP OFF THE PLANE THAT IS _____.

TOTAL: __ / 7



III. REPORT THESE SENTENCES

1. **PRINCE HARRY SAID:** "WELL SHE LOOKS BEAUTIFUL, I CAN TELL YOU THAT. RIGHT, HERE SHE IS NOW." / 7
2. **PRINCE WILLIAM SAID:** "YOU LOOK LOVELY, YOU ARE BEAUTIFUL." / 4
3. **THE ARCHBISHOP ASKED:** "CATHARINE ELISABETH, WILL YOU HAVE THIS MAN AS YOUR WEDDED HUSBAND TO LIVE TOGETHER IN THE HOLY MATRIMONY? WILL YOU LOVE HIM? WILL YOU COMFORT HIM? WILL YOU HONOUR HIM? AND WILL YOU KEEP HIM IN SICKNESS AND IN HEALTH AS LONG AS YOU BOTH SHALL LIVE?" / 15
4. **CATHARINE THE DUCHESS OF CAMBRIDGE SAID:** "I WILL." / 2
5. **PRINCE WILLIAM SAID:** "I WILLIAM ARTHUR PHILIP LUI, TAKE YOU CATHARINE ELISABETH TO BE MY WEDDED WIFE. TO HAVE AND TO HOLD FROM THIS DAY FORWARD FOR BETTER FOR WORSE, FOR RICHER, FOR POORER, IN SICKNESS AND IN HEALTH, TO LOVE AND TO CHERISH TILL DEATH US DO PART." / 7
6. **PRINCE CHARMING SAID:** "WITH THIS RING, I WED YOU. WITH MY BODY, I HONOUR YOU. AND ALL MY WORLDLY GOODS I SHARE WITH YOU. (IN THE NAME OF THE FATHER AND OF THE SON AND OF THE HOLLY GHOST.AMEN.)" / 9
7. **PRINCE WILLIAM SAID:** "I DON'T THINK YOU SHOULD BOW QUITE YET. I THINK YOU SHOULD JUST BOW YOUR HEAD, OKAY?" / 7
8. **CATHRINE THE DUCHES OF CAMBRIDGE SAID:** "OKAY. THANK YOU. NOW ARE YOU HAPPY?" / 5
9. **PRINCE WILLIAM SAID:** "YES! YES! IT WAS A BEAUTIFUL SERVICE! IT REALLY WAS. IT WAS AMAZING...WAS AMAZING...AM SO PROUD...YOU'RE MY WIFE! IT'S MAD! OH MY GOODNESS IT...REALLY LOUDLY HERE...THESE PEOPLE ARE CLAPPING." / 10
10. **PRINCE WILLIAM SAID:** "I LOVE YOU, LET'S (LET US) GIVE THEM ANOTHER ONE! ONE MORE KISS, ONE MORE KISS. OK?" / 5

TOTAL: ___ / 36

By: Marija P. Kitanoska, an English teacher, crafter and blogger

<http://teachermarija.blogspot.com/>

<https://projeqt.com/teachermarija/teachermarija#lsi365556ci0q>

<http://teachermarijase-portfolio2011.yolasite.com/tests.php>

An explanation about the test:

<http://marijapetreskakitanoskaeportfoli.weebly.com/blog.html>

MASTER MARKET SPEAK

These activities can be found on the following link:

<http://www.elgazette.com/media/Nov15.pdf?CFID=47950843&CFTOKEN=70e4cbfd9b11f17e-E548F650-F391-C31A-3364702023814188>

Looking for a marketing-themed filler or more substantial activity? These could be just the ticket!

Marketing a new product

Focus: Discussion; creativity development; marketing

Level: Intermediate - Advanced

1. Ask the class to brainstorm ten common objects. List these on the board.
2. Tell the class to forget this list for a moment and to brainstorm a new list of ten materials that objects can be made of/from (wood, glass, etc.). Write these on the board.
3. Ask everyone to speculate on the most unlikely combinations of materials and objects.
4. Discuss and vote on the strangest combination.
5. Form groups of 3–5 students and ask each group to prepare a 15-second radio advertisement for the product voted the strangest. Set a 10–15 minute time limit.
6. Each group presents their radio advertisement to the class.

Adapted from: The Standby Book: Activities for the Language Classroom, Cambridge University Press (978-0-521-55860-0)

A new logo

Focus: Descriptions, making predications.

Level: Mid-intermediate and above

Students bring examples of their company/school logo, letterheads and other material that identifies the corporate image. They introduce their company/school and how the features, services and philosophy of the company are reflected in the materials. The Logo Factory (www.thelogofactory.com) has a large collection of logos created for different companies. Encourage students to look at some in groups and predict what companies might have these logos. Allow them time to look at the descriptions of the logos that interest them by clicking on the logo and going to the corresponding page. Bearing in mind what they have just seen, ask them to cast a more critical eye over their company/school logo and discuss/draw in groups what they think they might be able to do with it.

Adapted from: The Internet and the Language Classroom, Cambridge University Press(978-0-521-68446-0)

Brand associations

Focus: Exploring brands and brand images

Level: Elementary - Advanced

Write a well-known brand on the board (e.g. Toyota) and ask students to brainstorm the feelings, ideas and images that they associate with it. Encourage them to do this as quickly as they can without much thinking. Explore with students where these associations come from. How much are they to do with the company's advertising? Repeat for another, contrasting brand.

Adapted from: Five-Minute Activities for Business English, Cambridge University Press (978-0-521-54741-3)

Martin Karanfilovski

MENTOR

Violeta Panev

EL TEACHER

Primary School “Vlado Tasevski” - Skopje

First Place

MY DREAM, MY FUTURE

Thinking in the midnight hour
How to gain the greatest power.
All the pathways seem so dark.
How can still I make a mark?
Looking up, I know this much,
Sunny shores I wanna touch.
Ancient wisdom lays in front.
I can stop now, but I won't!
The future's knocking on my door.
I wake up happy, my hopes soar.
Nothing earthly shall I fear.
As I wait, my dream is here.
I wrote my wishes in the sand.
Soon I'll find my promised land.
Where the snowy mountains pass
and the rain drops on the grass,
where the sunshine meets the sea
That is where I long to be!
And if sometimes things are sad
I won't forget the dreams I had!
The night is bright and stars are falling,
I'll fetch them all, my future's calling!

Elena Prendzova

MENTOR

Violeta Panev

EL TEACHER

Primary School “Vlado Tasevski” - Skopje

Third Place

MY DREAM, MY FUTURE

A Future? How would I like it to be?
When I look inside me, what I see?
I see peace and no borders anywhere,
I see smiles everywhere.
I see no tears and no sadness,
I do not see hate and madness.
I see all the children happy
Coming from the School
To their warm home,
And raised in peace and love
Completing their education
And, as moral obligation,
Use their knowledge
To help the others:
To find the cures,
To clean the waters,
To grow the food,
To plant the trees
And above all this
To be best people they can be
This is the future I want to see!

The first-place and third-place poems from the Literature Competition, held in honor of the holiday of the school patron.

By:
Tijana Gelinceska, Halid Muratoski, Izabela Godzo, Natasa Stojkoska,
Natasa Miroska, Andrijana Dimova, Edis Redzoski

Dear Professor,

THE DAY HAS BEEN SO LONG,
SO WE DECIDED TO WRITE YOU A SONG
(PLEASE DON'T GET US WRONG)

WE ENJOY THE TIME WE SPENT TOGETHER
AND WE APPRECIATE YOUR TRAVELLING IN SUCH A BAD WEATHER.

READING BEOWULF WAS NOT IN VAIN,
WE FOUND OLD ENGLISH QUITE INSANE.

THEN TO CANTERBURY LED OUR PATH
AND WHO DID WE ENCOUNTER? THE WIFE OF BATH!

TOGETHER WE SWAM ACROSS CENTURIES,
HARK! WE STUMBLED ON SOMETHING GREEN.
(SIR GAWAIN IT MIGHT HAVE BEEN!)

AT FIRST WITH OUR IGNORANCE WE COMMITTED A CRIME,
WE DIDN'T KNOW THE DIFFERENCE BETWEEN METER AND RHYME!

ROUGH WINDS DO SHAKE THE DARLING BUDS OF MAY,
HOW CAN WE COMPARE WILL TO A SUMMER'S DAY?
(ALAS, WE HEARD HE MIGHT HAVE BEEN GAY)

SOON ENOUGH WE WERE IN FOR A TREAT,
WE LEARNED ALL ABOUT THE METAPHISICAL CONCEIT.

WE ENCOUNTERED METAPHYICAL POETS GALORE,
AND LEARNED THAT LOVE COULD BE A VEGETABLE, COMPASSES AND MORE!

TYGER, TYGER IN THE NIGHT
YOU GAVE US SUCH A FRIGHT!

AND AS WE SWEEP, SWEEP THROUGHOUT THE POEMS OF BLAKE,
WE FOUND OURSELVES LOST IN PARADISE ALONG MILTON'S SNAKE

AND WHILE POOR OPHELIA WAS DROWNING,
WE COUNTED THE WAYS WE LOVE THE BROWNINGS.

SUDDENLY THERE CAME A TAPPING,
CATHERINE EARNSHAW, WHY AREN'T YOU IN YOUR GRAVE NAPPING?

SHE IS LOST IN TIME, VEILED IN GRIEF,
THE POOR THING CLAIMS SHE'S HEATHCLIFF!

LISTEN TO THE WOLVES-CHILDREN OF THE NIGHT,
AS THEY SING TO NATURE, DRACULA COMES IN SIGHT
TOGETHER WITH THEM THREE WHORES,
STUCK AT THE COUNT'S CASTLE DOORS!

HESTER PRYNE FROM THE "SCARLET LETTER"
YOU SHOULD HAVE KNOWN BETTER!

EMILY KINDLY STOOPED TO RECEIVE US IN DEATH'S CARRIAGE,
THE LASS DIDN'T WANT TO HEAR ABOUT MARRIAGE!

OH DEAR LORD, THERE COMES "THE WASTE LAND"
T.S ELIOT HAD ABSOLUTELY NO TASTE!

THUS JUST LIKE EDNA WE ALL AWOKE,
BECAUSE NO ONE ABOUT LITERATURE LIKE YOU PROFESSOR, SPOKE.

EVEN THOUGH "HEART OF DARKNESS" HAD A GOOD MESSAGE,
WE INTERPRETED "THE HORROR, THE HORROR" AS A KIND OF PRESAGE:
SHALL IT BE CONRAD THAT WILL MAKE THIS COLLOQUIUM EASY TO FAIL?
IF IT IS SO, WE STILL HAVE THE CONGO RIVER AS A PLACE WHERE WE CAN BAIL.

WE ALSO LEARNED THAT "YEATS IS GONNA YEAT"
TO GET OUT OF THIS GYRE IS TOO LATE.

AN IMPORTANT THING WE'LL NOW EXCLAIM:
EZRA POUND IS NOT A WOMAN'S NAME!

SADLY, SOON FROM YOU WE WILL ALL PART,
YOU LEFT A PERMANENT MARK IN EACH AND EVERY HEART.

We are forth year students at FON, the Faculty of Applied languages. The lectures of our professor Ana Kecan and our Assistant Mia Kulevska, not to forget the literature itself, were the inspiration to create this poem, produced in an overflow of sudden feelings; a poem of mixture, a poem that stands as evidence for our immense appreciation towards literature.

THE SOONER WE WAKE UP, THE BETTER

By: Hristina Aslimoska

Every new era with its revolutionary changes brings about a different way of living and imposes a different set of values. Regardless of whether we warmly welcome these changes hoping that they would brighten our lives or personally disapprove of them, their existence and effects will hardly ever depend on our individual will. Even though it is quite difficult, almost impossible to live in isolation from society without following its development and adapting to its changes, it is still up only to us ourselves to choose the way we would live and organize our lives. And leading a peaceful and fulfilling life, having the time to enjoy our best company or relax with our favourite hobbies has become a real challenge, as well as a rarity nowadays.

A tiny number of people manage to deal successfully with more obligations at a time and endure the pressure that our current tempo of living creates. Undertaking more and more tasks, rushing through the door with plenty of things to be done and often forgetting about the people who occupy an important place in our lives has become a perfectly natural, almost inseparable part of our daily routine. If our parents always had the time to drink a coffee or pay a visit to their close friends only several years ago, now they barely manage to spend a little time with their own children and devote themselves to their needs and wishes. Family gatherings have become typical only for holidays and even then our minds are preoccupied with the work we have to finish in the near future. Instead of enjoying the present moment and making the greatest use of it, we allow our duties and responsibilities which would exist anyway to take over our good spirit and deprive us from the chance to fully enjoy not only a particular moment, but our entire life as well. No wonder that we so often hear 'how time flies' and even more often ask ourselves 'what if...' when contemplating our past.

It is beyond any doubt that the modernization of our society and the drastic change in the universally cherished values plays a significant role in establishing our major goals and tempo of life. We live in a time when the rapid development of technology has revolutionized our era, with an indefinite number of gadgets and machines to do the work instead of us, but the worrying truth is that we unconsciously limit our potential and creativity by using them all the time. Though the up-to-date technology is generally meant to save a lot of our time and make our lives much easier, it is actually giving a different dimension to our living which is not always regarded as a positive one. The emergence and popularity of the social networks, to state but one notable example, has resulted in serious changes in what was to be called our everydayness. On the one hand, it offers us many facilities when it comes to keeping up with the current news and events or keeping in touch with our friends and relatives. On the other hand, the normal way of communication and socialization gradually disappears as we find it more comfortable and easier to chat with our friends online than to actually go out and meet them. Spending our little free time in front of the screens is just another path that leads us to alienation from the real world and the people who deserve more of our devotion and care. Among them are most of the little children nowadays who clearly lack parental care and as a substitute for it, they are provided either with the latest video games or a certain sum of money believed to have the power of 'compensating' their parents' love and attention. It does not come as a surprise then that the streets are

strangely empty, with children's noise missing. They grow up in a parallel virtual world where they find much more amusement and pleasure than in playing outside with their friends. Instead of enjoying their freedom and fueling their imagination through various interactive games and activities, painting, creative writing or any other interesting hobby, they easily enter a completely different world and explore it only by several clicks on the mouse. In spite of the great creativity and curiosity that they naturally possess, it all comes down to whether they are guided properly and inspired to further develop them from early age or their parents always have tight schedules and deadlines to meet, thus neglecting a crucial task as the upbringing of their children is.

After all, be it the extremely great ambition to pursue a successful career or the deliberate waste of our free time, what is essential to know and remember is that some moments in life are priceless and unrepeatable. We tend to let the best things happen tomorrow instead of today, but tomorrow can be too late. Neither the regret for the missed times nor the hope that they will come again can actually make up for them. Life is the most precious gift we are given and what we are supposed to do first of all is to make out its sense and meaning, to realize what makes us genuinely happy and fulfilled. The sooner we wake up from the long sleep we think is real life and give up all our unrealistic or unproductive dreams, the more time we will have to enjoy all the possibilities and delight in all the beauties that life offers indeed.



Hristina Aslimoska was born on 11.03.1992 in Ohrid. She is a student of English Language and Literature at the Faculty of Philology "Blaze Koneski" in Skopje. So far she has published six books of prose and poetry.

Instructions for prospective contributors of articles

The ELTAM Newsletter is published three times a year (January, May, September) in an electronic version. The deadline for contributions for the next issue is **20 December 2012**.

What's important to keep in mind is that the article must be ELT-related, covering any issue relevant in English language teaching (the focus being on your country's specific context), preferably mixing theory and your own unique experience. The topic isn't fixed, but try to make the ideas fresh and applicable in a classroom situation. There is also no limit as to the type of classroom - it can be about primary, secondary or tertiary education. Another suggestion would be to send in a review or report of a past Conference (seminar, workshop or other event) that you have attended and would like to share with the readers. You could also send in a lesson plan with a detailed description of the steps and the teaching techniques incorporated in it.

Share your opinions in an article for "The Secret Teacher" section, which serves as a vent for all your (positive or negative) thoughts you have about the teaching profession. Keep in mind that it is anonymous.

Regarding the "Students' Corner", students of English Language are invited to write and send in their articles which should contain a brief theoretical view of an ELT issue (of their own choice) combined with their opinion and perspective of it.

Invite your pupils/students to contribute to the "Unique Works" section with a poem or short story they have written in English.

Don't forget to add photos and pictures in order to make the article aesthetically and visually pleasing. A picture or two does wonders for the readers!

In terms of word count, the article should be between 800 and 2,200 words.

Add your name, workplace and email address at the end of the article, in addition with a photo of you for inclusion (no hard feelings if you don't want a photo of you published). If you have any other contact information you'd like to give out (Twitter account, Facebook profile, your own blog/website), write it after your email, so that interested colleagues can contact you via any form of communication.

Send in the article as a Microsoft Word document (it will be converted into the appropriate format afterwards) to the **Newsletter Editor, Aneta Naumoska**: a_naumoska@yahoo.ca

Feel free to contact me via email if you need more information regarding the article requirements, or if you simply get writer's block.

If you have anything you would like to share with the ELTAM readership, feel welcome to send it. Even if there is a topic you would like to be covered in the following issues, or an idea for a new section, please let me know. So what do you have to contribute? I'll be waiting for your article!

- Calendar of events -

OCTOBER 2012:

7-10 October: Eger, Hungary - IATEFL-HUNGARY 22nd Annual Conference
(<http://www.iatefl.hu>)

27-28 October: Skopje, Macedonia - 7th ELTAM-IATEFL-TESOL Conference
(www.eltam.org.mk)

NOVEMBER 2012:

16-18 November: Paris, France - TESOL France 31st Annual Conference
(<http://www.tesol-france.org/>)

MARCH 2013:

7-10 March: Slovenia, Terme Topolsica - 20th Annual IATEFL Slovenia Conference
(<http://www.iatefl.si/>)

20-23 March: USA, Dallas - TESOL International Convention & English Language Expo
(<http://www.tesolconvention.org/>)

APRIL 2013:

8-12 April: UK, Liverpool - 47th IATEFL Annual International Conference and Exhibition
(<http://www.iatefl.org/>)

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