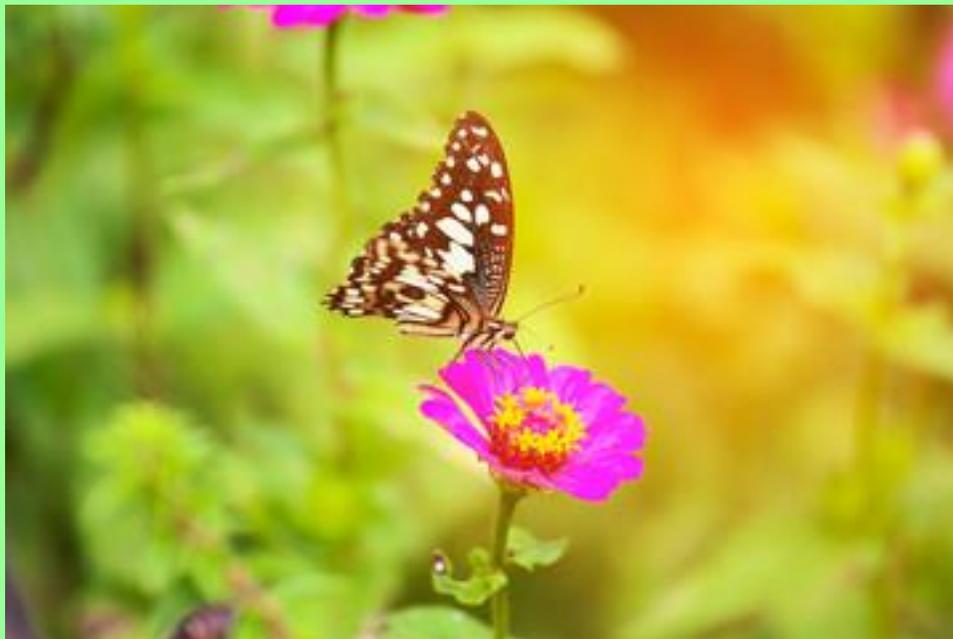




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English Language Teachers' Association of Macedonia



ELTAM NEWSLETTER

Spring Edition 2017

PRESIDENT'S NOTE



Aleksandra Popovski Golubovikj
ELTAM President
2016-2020

Dear fellow teachers and friends,

ELTAM has seen many changes since the last issue of its newsletter and I am thrilled to greet you as the new president of our association. I would also like to thank our former President, Elizabeta Hristovska Iceva for all her hard work and time she invested in the association. Thank you, Elizabeta! We have also extended our board and there are 4 new members who have joined our small group of volunteers. You can find more details about the new Executive and Extended Board at the end of this issue.

Our 9th International Conference was held in October 2016 at Hotel DRIM, Struga and we are pleased that we had a chance to offer a professional development event that brought together 200 teachers of English from Macedonia and other countries. ELTAM had the pleasure of hosting Marjorie Rosenberg, IATEFL President 2015-2017 as well as Tim Bowen, George Kokolas, Fitore Sulejmani, and Shpresa Delija as our plenary speakers and representatives from our partner associations. ELTAM believes that professional development events are the key to successful teaching and learning processes and our main focus is organizing professional development events in the Republic of Macedonia.

ELTAM is working on professional development events for 2017/2018 academic year and we will offer a range of workshops and talks on different topics. Why focus on professional development? Professional development is important for both novice and veteran teachers. Novice teachers learn from the veteran teachers' best practices and how to reflect on their own teaching. Veteran teachers learn about the latest research, emerging educational technologies, and also pass on their knowledge to younger generations of teachers. We must understand that professional development is ongoing, experiential and closely connected to working with students. It is a combination of theory and practice that intertwine in our classrooms on daily basis.

Therefore, dear friends, I would like to invite you to our future events where you will be able to gain new knowledge, make new friends, and become part of English language teaching community in the Republic of Macedonia.

EDITOR'S NOTE

Marija Dzonova
Newsletter Editor

Dear English teachers,
Welcome to our long-awaited Spring 2017 Edition!

In this issue, there is a variety of articles which I am sure you'll find a pleasurable reading. We are publishing here a text from the ELTA Serbia newsletter by our dear friend Dragana Andric, always enthusiastic about using drama in her classroom. Another interesting text is Sofija Dojranlieva's article on *Learner Autonomy in the Macedonian EFL classroom*.

The Conference reports will take you to Shibenik and Glasgow. The former is more of a greeting card from the 25th HUPE Conference held from 24th-26th March 2017 in Shibenik, Croatia, whereas the latter is a short report on the IATEFL 2017 Conference held in Glasgow, the UK. Our Serbian friends Aleksandra Jevtovic and Dragana Andric prepared a great review of our 9th ELTAM Conference and published it in the ELTA Serbia Newsletter which we are republishing it here. This Spring edition offers you the usual two interviews. We'd like to thank Mrs. Jeanne Perrett, an ELT trainer, consultant and author always eager to introduce music and play in her teaching and Prof. Natasha Stojanovska, PhD, attempting to digitalise the English classroom. They both share with us their experiences and stories in the teaching domain.

In the Students' Corner, you'll find interesting works by students which were so good that they had to be published. In Practical Activities and Tidbits, we have compiled a list of motivating *End-of-Year Activities* for you to try out before the start of the anticipated summer holiday. Great job all of you, you've barely made it till the end of another exhausting and bombarded with paperwork. Our Teacher's Forum contains an instructive text on *Edu Games in the Classroom*, prepared by our regular contributor, Slavica Stojchevska. Aynur Kaso, an international student at the Faculty of Philology "Blaze Koneski" sent us her award-winning lesson plan at the last ELTAM Conference 2016. We decided to share an interesting article taken from the teaching Guardian network on *Teachers' Buying School Supplies*, since we consider this a burning issue, so enjoy reading it. Since we care about teachers' wellbeing, we completed this section with ideas and tips for you how to handle Sunday anxiety.

Last but not least, there is the regular info of ELTAM's past and upcoming events. Sorry to keep you waiting, so read on!

Best,
Marija Dzonova

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Using Drama-Based Instruction in the EFL Classroom

By Dragana Andrić



OŠ "Heroj Radmila Šišković"

Smederevska Palanka, Serbia

Key words: drama, techniques, performance, imagination, creativity

INTRODUCTION

Teaching a foreign language, however demanding and filled with responsibilities and tedious paperwork, is a field of work which allows an individual to use creativity and imagination on a daily basis, to constantly learn and improve professional performance. There is space for exploring, experimenting and introducing innovative teaching practices into the lesson plan. There is a wide range of methodological approaches teachers can choose from, according to their personal preferences and the aims they want to achieve. This article will focus on using drama-based instruction to engage students, improve their language skills and create opportunities for cross-curricular learning.

THE BENEFITS OF USING DRAMA-BASED INSTRUCTION

Fluency is an aspect of a foreign language which is very hard to achieve in an environment as artificial as a classroom, especially when the group consists of learners who share the same mother tongue. The language interchange can only happen when the purpose of a conversation is meaningful and when the students can perceive the outcome of their efforts. This is why we need to provide the students with appropriate incentive. Using drama puts language in a specific

context, adds purpose to the conversation and with a bit of imagination the classroom becomes a shop, a street or a whole different planet.

At a very young age the students are really eager to take part in various classroom activities, to experiment and explore and they are willing to take part in activities that break the existing classroom routine of repetition and reproduction. Bringing various aspects of drama into the language lessons allows students to actively take part in the learning process and to express their individual creativity. Very often those who are shy and reserved while seated at their desk, surprise us with the uniqueness of their performance, brilliant ideas or original points of view. Being able to step into someone else's shoes for a while, gives the students an excuse to step away from their everyday persona, out of their comfort zone and to behave as a character that is quite different from the people they've met in their real lives.

Drama-based instruction often involves joint efforts of several very different individuals and this approach to teaching gives us a chance to work on students' social competences. Agreeing, disagreeing, arguing your point and making a compromise are only some of the lessons learned along with completing the task on time. It's not only the social interpersonal interaction that is beneficial to the development of social competences, but the goal of the activity can also provide a space for the students to improve their critical thinking skills, to evaluate certain situations and suggest solutions for miscellaneous problems, whether they are connected to their own lives (friendship, love, bullying...) or to the broader network of issues (global warming, pollution, human rights...).

Taking into consideration that young learners have very little life experience, it is imagination what they draw on while creating their fictional characters. This gives their involvement into drama activities a very personal note, thus adding to their motivation. Other than allowing a personal expression, let's not forget that a great source of motivation is the prospect of having fun during the lesson, and that's exactly what bringing drama into the classroom caters to. Actions and movement facilitate the learning process. Role-play, acting and miming can provide a safe, supporting and pleasant learning environment, especially if we consider that there aren't any right or wrong interpretations.

DRAMA TECHNIQUES

When it comes to using drama in English language teaching, we should take notice of the fact that it could be used as a part of a lesson with the aim to acquire or improve language skills, or it could be used as a tool to create a play as a final product of all the activities. In the first case we are talking about the process drama, a teaching method which involves both teachers and students into creating an imagined reality in order to explore a certain situation or a problem, but without the intention of creating a performance for the audience. In this case, the participants are at the same time the actors and the audience, they can step into and out of their roles.

Drama techniques, also known as drama strategies or drama conventions, are the tools teachers use to create an imaginary reality in order to explore a topic or an issue or to bring literature to life. Whereas some of them are very demanding and require considerable preparation time of both the students and the teacher, there are those we use every day, without even giving them much thought.

Pantomime can be used to illustrate an action or an emotion, but it can also be used to act out a story or a part of it. **Still Image**, or **Tableau** involves a group of students into presenting a picture by taking up poses. **Freeze Frames** are another form of Tableau, where the participants re-enact the story by creating a sequence of still images representing actions. **Narration** can precede, interrupt or follow Still Images, but it can also be used on its own, to create the atmosphere for the story that follows, to regulate the pace of the action, move it on or give information. **Flashbacks** and **Flash Forwards** work well with Still Images since they create context for the existing situation, showing what led to it or pointing out some possible consequences or outcomes.

Using drama techniques minimizes the teacher's role in the learning process and gives the students more freedom to make the most of the little time they have in a language classroom. Although the teacher can take an active part in the performance (**Teacher in role**), there are numerous techniques that allow the students to take control of what happens in the classroom and take responsibility of the outcomes of a lesson. There is a wide range of drama tools, from those very well-known and often used, such as **Role Play** or **Improvisation**, through variations of those, such as **Collective Role Play**, where more students play a part simultaneously, to those which need not only imagination and creativity, but also thorough knowledge of the subject.

Hot Seating, for example, can be done even without any preparation, but since one or more students take the “hot seat” and are expected to answer the questions of their peers in order to gain more information or shed more light on a certain character or event, it is preferable that those who are supposed to give the answers know their subject well, whether they are taking on the role of a historical character, such as a king, an army leader, a scientist or a poet, or a fictional character from a text the class is working on. This technique can be used not only in a language classroom, but it can be quite useful in teaching any other subject in the curriculum. I believe that the students would have numerous questions for Charles Darwin, Isaac Newton, Mozart or any other important historical figures. A technique that offers a lot of insight into a situation, a profession or a certain point of view is **Mantle of the Expert**, where students act as if they are experts in a specific field which is relevant to the situation of the drama.

Students can explore various issues by taking on a role of a reporter (**Interview**) to exchange and find new information or that of a meeting attendee, when different points of view are taken into discussion to solve a problem or make a plan for action (**Meetings**). They can look even deeper into a character by expressing someone’s thoughts (**Thought-tracking**) or describe an event or a character from the point of view of an object which was involved in a situation or present at a certain time (**Speaking Objects**).

Forum Theatre is one of the most complex drama techniques and it can be used both on stage and in an educational context. A play or a scene is performed in front of a participating audience twice, for the first time to present a situation and then again to find a solution for the problem presented in the drama. Participants from the audience can take part in the performance directly, replacing one of the actors, while the others remain in their roles and the play continues on as an improvisation. The performance can be stopped at any time, and even new characters can be introduced, until the satisfactory closure is achieved. This technique is particularly useful when it comes to addressing some practical problems our students experience in their real lives, like bullying, peer pressure, bad grades, parents-children issues...

CONCLUSION

Taking everything into consideration, drama is not only a tool for teaching a foreign language in a creative manner, it is also a complex teaching method which caters to different learning styles,

promotes critical thinking, brings variety into the language classroom and creates opportunities for the cross-curricular learning. It brings the fictional characters to life, provides that the lessons are filled with fun activities and aids motivation. Using drama-based instruction gives students a chance to improve both their linguistic (pronunciation, vocabulary, grammar) and non-linguistic competences (presentation competence, teamwork skills, time management). Whether the teacher is willing to use drama as the dominant teaching method or just as an occasional treat to spice up the lesson, I believe that the students will benefit to a great extent.

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Dragana Andrić has been teaching English for more than 15 years. She has worked with young learners and teenagers. She is a member of ELTA Serbia and SEETA teachers' associations. She is highly interested in Learning Technologies, Using drama in ELT and Special Educational Needs.



On Learner Autonomy in the Macedonian EFL classroom-Why and How Promote It?

by Sofija Dojranlieva



Owing to the notable shift of teacher/student roles in today's society, the topic of learner autonomy has attracted considerable attention in the ELT world. What initially propelled me into researching learner autonomy (LA) is the fact that, judging from what I have observed as a newbie teacher over the last two years, the Macedonian classroom seems reluctant to move in this direction and seems to be devoted to traditional practices and classroom dynamics only. You may ask how LA could help change these.

Well, first of all, it must be understood that LA is neither a teaching method nor an approach, but rather an important, educational goal that takes time and towards which a plethora of methods and approaches could be applied. LA is the ability of the learner to take charge of their learning, and by doing so, the learner should be able to self-monitor, self-direct, self-evaluate, reflect and readily apply their knowledge. And if all of this doesn't convince you to implement tidbits of LA in your classroom, just think of all the times when it was solely you who did all the lesson and material planning or the only one doing the classroom management!

I must make mention that LA is, also, culture-bound (and thus influenced by society) and I am sure this will be of prime concern for you. It is not very easy to promote LA in the Macedonian classroom, what with the confines of the official curriculum or some restraints like time or divided opinions as to how students should learn. The study that I have conducted in light of this suggests that you could facilitate LA through plenty of activities that you could adapt to your learners' needs and to the aforementioned factors that I like to call a framework. To illustrate, for the two groups of learners I worked with, I created materials (and activities) that best fit the school contexts.

For the lessons I held with a group of 8th graders, I opted for short and fun activities where my interventions and TTT (teacher talking time) were kept at minimum; a favourite of mine was an activity where I asked the students to illustrate a target text (through drawings) all the while working in groups. They also had to choose a group representative to draw on the blackboard what they previously agreed upon, whilst the other groups were supposed to guess what the drawing was about. Besides promoting LA, this one could also serve as a stirrer and a useful info-gap activity.

When it comes to giving your students choices in the classroom (as was done here), by doing so, you could actually "force" them to take responsibility for them (Dam, 2004). This comes in handy when, say, you ask them to reflect on a lesson, in the format of a learner log or a learner diary, both materials I have used in different formats that serve the same purpose: I can say with confidence that it allowed the students to reflect on their learning moments (highlights, drawbacks, difficulties they had...), to set goals (e.g. revising the material, communicating and manipulating with the language more...) and actually attain these goals.

The results of my study have also shown that these materials are doable by young people, and not only with adults as is popularly known. Although the washback (the effect) could be negative, what with students reporting that the materials could be a lot of work, I believe that should you introduce them as a fun project or even one that is to be graded, they could prove to be very beneficial. The learner

logs/ diaries could also be introduced as a writing activity or as a reflective story and could even be stored in a portfolio that could serve as formative assessment. I used the portfolio with a group of second-year high-school students, whose learner diaries were completed as a homework assignment and which evoked from the students reflective thinking on a deeper level.

I encourage you to promote learner autonomy in your classroom for it could allow a shift toward a learner-centered classroom with many benefits for the learners and a redefinition of your teaching practices! Should you wish we share ideas, or you happen to be a LA-enthusiast or you simply want to know more about what I have researched, please get in touch!

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Sofija Dojranlieva

Currently a home tutor of 25 primary and secondary school students, and enthusiastic about learner autonomy, communicative language teaching and a learner-centered classroom.

sofija_dojranlieva@yahoo.com

HUPE Conference Report

A Greeting card from HUPE

by Marija Dzonova, ELTAM Macedonia

Happy 25th Birthday, HUPE....

HUPE is a 25-year-long success story, regarded as one of the most renowned conferences in the region, acclaimed and highly-estimated by many colleagues, ELT professionals, educators, consultants and speakers I have been contacting over the years. I was more than delighted to participate as this year's ELTAM Macedonia representative, accompanied by our President Aleksandra Popovski Golubovikj and a colleague Almina Shashko. Writing about HUPE would be impossible not to mention all the wonderful circumstances, the surroundings, the sightseeing in Shibenik, socializing and networking, the superb venue Solaris Beach Resort and of course the excellent food.

The venue



Fantastic welcome by the Adriatic Sea

Upon our arrival on 24th March 2017, we were welcomed by the pleasant sea air and the breathtaking sandy beach landscape. We were immediately enchanted by the Adriatic beauty. The conference took place in the superb Solaris Beach Resort. It is a first-rate complex comprised of 4 hotels, 1 kids hotel, villas, mobile homes, camping and yacht marina, available facilities like aquapark, ethno village, beach clubs, pirate adventure mini golf courses, wellness and spa, many restaurants, bars and clubs and other facilities. Not to mention the sophisticated interior design.



Solaris Beach Resort

The conference

It is wonderful to see in one place so many colleagues, dedicated teachers, representatives of teachers' associations in the region, ELT trainers and educators and speakers, all working on the same noble goal – improving English teaching and learning, changing and shaping the future of their students. It was a weekend full of learning, revising some forgotten methods and techniques, meeting friends (both old and new), and sampling exquisite Croatian specialties. It was

great to be received heart-warmly by our dear HUPE friends Suzana Anic-Antic, Lana Duka Zupanc, Zeljka Jakusic Cejka, Dubravka Blazic and Ana Galac. Thank you for your hospitality dear friends!



HUPE and ELTAM together

The conference programme abounded with speakers, both foreign and Croatian. The plenary Johanna Stirling questioned us “Are Your Classes Wonder-full?”, whereas Jeremy Harmer’s idea was “Is Teaching English an Art, a Science or a Craft?” Their presentations were rich in ideas, tips and hints. Prof. Harner posed significant questions regarding this and emphasized two struggling issues teachers confront each day: “We don’t celebrate our success enough” and “Teachers are born, not made... Some people are born not to be teachers.” Johanna Stirling started with a *letter game*, proposed using realia as often as possible, pointed out that activities should be both useful and relevant, and emphasized the importance of personalized and multisensory activities. Next, the participants made multi-purpose *Little Books* guided by her and did some song activities.

On the other hand, Jon Hird, another plenary speaker, focused on a burning issue, a SEN appearance which has recently started emerging out of obscurity in my country Macedonia. Hird’s topic was “Dyslexia and Learning English: Literacy and Wider Issues”. When I saw this title in the conference programme, it immediately struck my attention. My MA thesis is on dyslexia and I was eager to attend it. Hird talked on SLD (Specific Learning Difference) and made a clear distinction between the terms *dyslexic* and *to have dyslexia*. Further on, he presented the video “Anastasia”, created by the Lancaster University in which all participants got the chance to have a deeper insight into dyslexia as a phenomenon. Jon Hird also spoke about all aspects of dyslexia, apart from literacy and insisted on being careful with technology and digital tools like *word prediction* and *spellcheck*, which could lead to adverse and completely different results.

It is always a pleasure to see Steve Lever from the Express Publishing. His presentations and workshops are always full of entertainment and good laughs. In “Developing Language Skills through Games”, Lever discussed the importance of games in learning and setting up game rules. Then he guided the participants through various types of games and proposed to them numerous useful ideas.

Last but not least, Paul Braddock from the British Council took the floor presenting his “Teaching for Success – Finding your Way through Continuing Professional Development” before the very closing of the conference. We must not forget PhD Renata Geld, who elaborated on “Strategic Thinking, Learning and Meaning Construal” presenting interesting thoughts.

Apart from the plenaries, the other conference speakers were also very motivational. Unfortunately, it is impossible to attend all of them, yet I believe I have made a great selection. Dora Bozanic in her presentation “Gamifying Difficult Learners” offered many helpful ideas and tips for difficult learners, clarified on the use of Token Economy as reinforcement of desired behavior and she suggested watching the documentary “Living through Hyperactivity”.

Nina Rez and Martina Jeren gave us an array of practical teaching activities and games like: Boggle, Body practice cards, preparing a ready station for early finishers, School Dice, Shapes Riddles and amusing videos and songs.

In “Ethical Issues for Teachers”, Jackie Stefkovich gave a talk and a reading list of recommendable books on this topic. Similarly, Zorana Vasiljevic presented “Idiom Interpretation Strategies of L2 Learners” and offered a list of literature. Although I thought these two presentations would have a more hands-on approach, I find their recommended reading lists very helpful for further assistance.

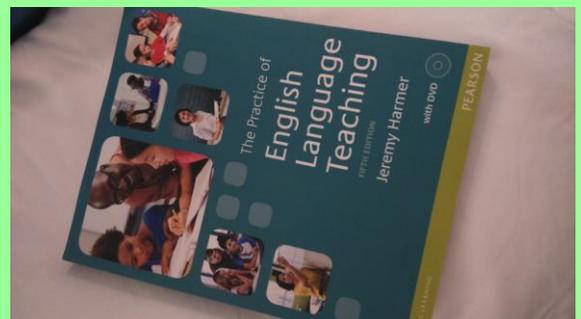
My workshop

As mentioned before, my MA thesis explores the field of Dyslexia and ELT. I was more than thrilled to present at HUPE with a minor part of my research. It was a 45-minute workshop titled “Dyslexia and ELT”. Being well-familiar with the topic that at first it doesn’t seem as thrilling, gamifying, jolly or fun as other non-SEN workshops, I have tried to prepare a variety of useful creative activities, games and hints. Additionally, I have tried to make the participants see the world from another perspective, a perspective of a student with dyslexia. My conference material consisted of a presentation, handouts, videos and a questionnaire for teachers of dyslexic students. Thus, I believe it helped the attendees get more familiar with this issue. The workshop offered creative ideas for efficient inclusion of dyslexic students, preparing a dyslexia-friendly classroom and adapting teaching material. I would like to thank all the participants who were part of it and those colleagues who took part in my research by filling in the questionnaire form.



Publishers and book stands

HUPE can boast with a significant number of publishers as sponsors, who all presented their publications at the stands in the Hotel Ivan. There were excellent books and other teaching material to buy, but unfortunately, for people travelling to Skopje by plane, excessive purchase was impossible. Among the most popular publications was Prof. Jeremy Harmer's "The Practice of English Language Teaching", a must-have reading in every teacher's library.



Happy 25th Birthday, HUPE!



Cheers to HUPE!

And of course, there was a cake, accompanied by strawberry-decorated champagne. The Hotel Jure's blue lounge room gave a special touch to the whole festive atmosphere. Congratulations to the HUPE Board on their 25th anniversary and on the excellent party! The party took place on Friday evening, whilst on Saturday evening, the HUPE Board were still energetic and entertained us with a pub quiz. We participants fully enjoyed.

A stroll in Shibenik

When visiting the Adriatic, particularly the Dalmatian region, one cannot leave unimpressed. A stroll in the old part of Shibenik, organized by the HUPE Board, showing some 40 international English teachers around in the sunny-lit Saturday afternoon was a brilliant idea. Our itinerary comprised sightseeing through the narrow-cobbled streets; exploring centuries-long Shibenik, full of beautiful churches; taking photos at the lovely piazzas and a walk on the tranquil seaside promenade. We had a short history lesson and learnt about the lifestyle there. Brimming with amazing impressions, we left the little town and returned to the venue.

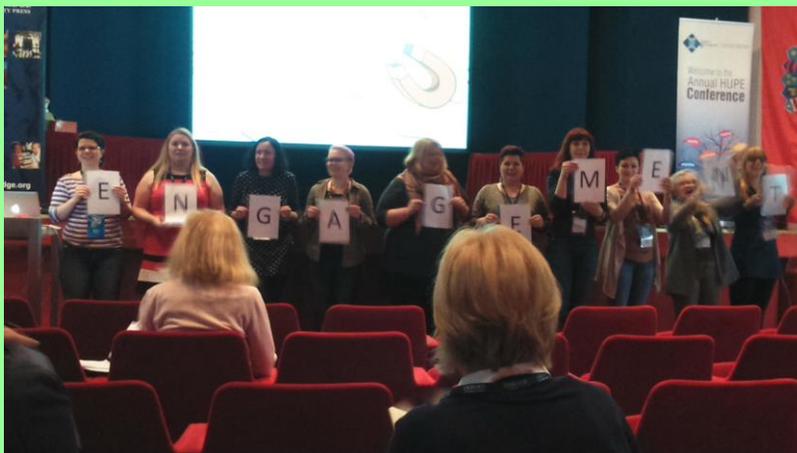


Shibenik

Finally, this greeting card has come to its end. Even though the format is quite long for a greeting card, I've tried to be as short as I could, but it is impossible to omit certain events and the great moments spent together. It was a privilege to be part of the 25th HUPE Conference and to celebrate its birthday with my dear friends and colleagues in Shibenik. I hope to see you next year!



HUPE, ELTAM and ELTA Serbia attending the Pub Quiz



Johanna' Stirling's plenary talk

Wishing you a lot of success, countless prosperous conferences, great trainings, and a thriving multitude of members.

....and many happy returns!

Marija Dzonova is the ELTAM Newsletter Editor and Conference Secretary, Director and English Teacher at the private language school "Q Language School" in Skopje.

dzonova@hotmail.com



51st IATEFL Annual Conference

by Aleksandra Popovski Golubovikj

51st IATEFL Annual Conference took place in Glasgow from April 4 -7 in the beautiful SECC Glasgow. IATEFL Annual conference is a professional development event that brings together over 2500 delegates each year and this year it was no different.

The first day of the conference is actually the PCE (Pre-conference events) Day on which IATEFL SIGs (Special Interest Groups) organize a full day of talks on the topics that the SIGs focus on. All delegates can register for one of the PCEs even if they are not members of that particular SIG. The same day is reserved for the Associates' Day where representatives of IATEFL Associates come together to discuss challenges the Associates face on daily basis and learn from each other about the ways to deal with these challenges. IATEFL has 131 Associates which have over 90000 members all together. This number indicates how powerful Teachers' association can be, not only on the local level, but also globally. Teachers can make a change. ELTAM submitted the bid for WMS (Wider Membership Scheme) which gives members of ELTAM a chance to become members of IATEFL at a discounted rate.

Over the next 4 days the delegates had a choice of over 500 workshops, talks and symposiums. Different topics, different regions, different experiences with one thing in common – English language teaching. You could attend talks and workshops on materials writing, SLA, research, learning strategies, assessment, creativity... The delegates gathered in the Exhibition area where they could browse the publishers' stands, talk to the representatives of the Associates and IATEFL SIGs, or the IATEFL patron, David Crystal. Social events in the evenings ranged from the C Group meeting, Extensive Reading Foundation Reception, publishers' signature events, Pecha Kucha, storytelling and many more.

IATEFL also appointed the new president, Margit Szeszetay who took over from Marjorie Rosenberg, who remains as the Vice President and Conference Committee Chair.

IATEFL Annual conference needs a lot of space to write about and a lot of time to talk about. It is an event that needs to be experienced first-hand. It is difficult to describe the feeling of togetherness, community, and belonging. If you would like to experience it, make a note of the following:

IATEFL 52nd Annual Conference
April 10-13, 2018
Brighton, UK
See you in Brighton in 2018!



ELTAM President with the IATEFL Patron, David Crystal and his wife Hilary Crystal



Marjorie Rosenberg, IATEFL President 2015-2017



IATEFL Highlander

Aleksandra Popovski-Golubovikj is the President of ELTAM, teacher and teacher trainer.
apopovski16@yahoo.com



Visit to Macedonia for the 9th ELTAM-IATEFL-TESOL International Biannual Conference

Aleksandra Jevtović and Dragana Andrić

Keywords: conference, representatives, associations, experience, presentation

The quality of an educational system depends on the quality of its teachers, and continuing professional development is key to sustaining and enhancing teacher quality. Attending, presenting at or organizing an international ELT conference is a unique opportunity to develop professionally and grow personally and is not to be missed. The 9th ELTAM-IATEFL-TESOL conference in Struga was such exact opportunity for us. It was a chance to learn from presenters and share our own expertise in turn, to meet like-minded peers, to interact with experts in the field and hear the voices of fellow professionals, some of which we are going to share with you. Organizing and coordinating a major event, making it run smoothly and making the guests from different national associations feel truly welcome is no mean feat but it is something that the ELTAM president Aleksandra Popovski Golubović and her team executed with great aplomb. Here is what Aleksandra has to say about that demanding task: 'The greatest challenge was the number of participants. This was by far the biggest conference we have ever organized and I hope it will be even bigger in 2018. We wanted to make sure that all our guests felt comfortable and satisfied with what the conference had to offer. Different people, different tastes but if you want to have a successful event, you will make sure you cater for all of them. One of the most rewarding things was seeing so many teachers I have known for a long time and meeting new ones. Building personal relationships is essential for having a successful teachers' association and that is why constant communication with your members is the key to increasing the number of members and taking a more active role in their professional development.'

The fact that the conference was held in a beautiful venue, hotel Drim, and at a picture perfect location, Struga and lake Ohrid, certainly enhanced the overall positive impression of the conference. Marija Džonova, the Conference Secretary says: 'As part of the organisation, I was at first sceptical about the conference venue. We hadn't had a conference in Struga for a decade maybe. Skopje, as the capital was until now our best choice since all roads lead there ☺. Well, I'm more than happy that we selected Struga this year. I think it contributed a great deal to the overall impression. Luckily, the weather was great, too. Strolls by the scenic Ohrid Lake and a bit of sightseeing round the picturesque little town gave the conference a special touch. In my opinion, Struga is an ideal venue choice for our future conferences. Representing ELTA Serbia was a privilege and a pleasure for us.'

As Reneta Stoimenova, BETA representative says: 'At such events, I feel that first of all, I represent my country, and then the professional body that has sent me.' It was an opportunity to liaise with the representatives from the associations of many neighboring countries and to compare the role that teachers' associations have in the educational systems of our countries. For Dragana Andrić that was one of the best aspects of the conference: 'The greatest impression, for me, was taking part in the panel discussion. That was the first time I took part in a panel as an active participant. I was informed about the topic 'Role of Teachers' Associations', and I had some things on my mind that I wanted to share with other teachers. I was relaxed and curious to see how it would all go, but when I entered the conference room and saw that there was an empty seat right next to Marjorie Rosenberg, the IATEFL President, I suddenly realized that this was no ordinary chat among the colleagues. I took the seat, of course, with some anxiousness and a lot of pride. I was able to mention all the wonderful opportunities ELTA Serbia has in store for us, the teachers, and to complain about how little the state supports and appreciates all the hard, but voluntary work we do.'

'Just being at ELTAM conference was a thrill for me,' says Aleksandra Jevtović. 'It was my first time presenting at an international conference, and you can imagine how overwhelmed and at the same time energized I felt. I was an ELTA Serbia representative, and so my workshop was going to reflect on more than just me alone. I needn't have worried though – as the room started to fill first with friendly faces and then with the murmur of voices working on activities, I realized that, with the little help of my colleagues, it was going to be one of the best professional experiences. That right there is for me the best part of attending an ELT conference – sharing knowledge and ideas with your peers and feeling supported by them.' Aleksandra Jevtović (ELTA Serbia) - workshop Our experience only confirmed what we had known before. Whatever you need to do professionally – recharge your batteries, practice presentation skills, find new classroom ideas and resources or extend your PLN, a good conference is the answer. ELTAM conference provided us with all that and more, all in the most beautiful setting with the most wonderful hosts. We certainly hope to see some of our new friends from Macedonia and you dear colleagues and readers at the ELTA Conference in Belgrade in May 2017. Welcome!

Aleksandra Jevtović is a teacher and a teacher trainer working in ANGLIA Centar za strane jezike, Novi Sad. *Dragana Andrić* is an EFL teacher in Primary School 'Heroj Radmila Šišković', Smederevska Palanka. 10 Patricia Anđelković in Užice Grammar School Svetlana Gavrilović, Užice Grammar School Keywords: Patricia Anđelković, talk, European Day of Languages, Užice On 20th September 2016, Užice Grammar School hosted a very special guest from Belgrad

QUICK INTERVIEW 1: Jeanne Perrett



Jeanne Perrett has over thirty years' experience in the language teaching sector and has significant experience in teaching children and training teachers. She is the author of a wide range of English language course-books for primary and pre-primary classes as well as children's novels.

She has been living and working in Greece since 1981.

1. Dear Mrs. Perrett, before we start, I must point out that I am more than delighted to have you in our ELTAM Newsletter. I attended both of your workshops at the ELTA Serbia Conference back in May 2013. They were the highlight of the entire conference. I am sure you often hear this – your teaching methods are amazing! Incorporating drama, music, fun, CLIL and emotions in an English lesson is an ingenious, yet tough job. So, how and when did you start teaching this way?

Thank you very much, Marija. I really enjoyed that conference; in fact I always have a wonderful time whenever I'm in Serbia and know I'm amongst friends there.

Well, I think such teaching happens organically really! It's all a question of thinking laterally about the language you are teaching. If you take a very simple sentence such as 'I like cheese' you then think of when and where a child might say it. It might be when they are choosing a sandwich filling for their school lunchbox, when they are in the supermarket with mum or dad or even when they are pretending to be walking on the moon (are those rocks or are they green cheese!) So then you can put that tiny bit of language into those situations and build on it. In

that way the emotions, the CLIL aspects and so on follow naturally. And of course, once you've done all of that, you can start to point out how the sentence is structured, show the children that we need an 's' on the verb when we say 'He likes cheese' and so on. It's important to have the quiet, 'heads down' times in lessons as well as all the interactive stuff.

2. When you reminisce, which teacher impressed you most when you were a student? Why?

Oh I had a wonderful role model in my mum. She was a teacher at a private primary school in England and because private schools had different holidays to state schools, I would often sit in on her classes. She was a disciplined teacher but she always encouraged her pupils to use their imagination. For example, she would pour water from a jug into the children's cups and they would all imagine it was a different drink; strawberry juice, lemonade and so on. Lots of fun. And then my own main primary school teacher, Mrs Ward, was an inspiration. She kept us all busy all of the time-there were 42 of us in the class. Again she was demanding and she had high expectations but she was kind. And from both of them I learnt 'There is no time like the present', i.e. if you have something to do, do it now! Being idle was never an option with either of them and that has stayed with me.

3. How did ELT become your life calling?

By accident! After getting my English Literature degree from Sussex University I thought I'd get a TEFL qualification so that I could teach abroad for a couple of years. 36 years later I'm still doing that! It's lovely that you refer to it as a 'calling'. That is a very evocative word and you're right; somehow ELT called out to me-yelled probably, even when I wasn't really listening!

4. Dear Mrs. Perrett, not only you are an outstanding educator, your "other profession" is author of English language books. The list is quite long (just to mention: *Fly High, Brilliant, Brilliant Fun, Learning Stars, Ash and Tara and the Palace of Silence, Faces 1-3, Zenith Grammars 1-4, etc.*). Your work has been exceptional in the area of ELT. What are the essential ingredients for a successful lesson?

Thank you very much. Well, I think simplicity, humour and personalization are key. But the other hugely important thing in the classroom is proper encouragement. Not just praise but properly noticing what children are achieving and mentioning it. It could be anything from a child always having their pencil sharpened and their books well organized to a child choosing

not to join in with a quarrel. Being noticed, being singled out for having done or been something good is very powerful for a child.

5. What is your everyday motivation in your job? How do you get inspired?

From my own family-my four kids are all grown up now of course but now my kids have kids so it is all starting again! And we live in a village in Greece and I know most of the children in the village so I am always surrounded by life and action. And nowadays of course it is easy to find inspiration with a click or a swipe. There are so many amazing blogs and sites and images and teaching ideas out there-we never need to get stuck!

6. Technology has taken over in the ELT domain. Smart boards, laptops, tablets, eBooks, applications are all extremely useful in the teaching and learning process. Of course, the stereotyped board-chalk-book lessons in a teacher centered classroom have had their day, yet are we becoming too dependent on technology? Are there any negative aspects of too much technology in the classroom?

No, I don't think so, not if it is handled correctly. I think children using tablets and laptops to learn is not only essential but can also be extremely dynamic. But we should be as 'present' with children and technology as we are when they are using books. For example, with my little grandchildren (they're all under the age of three), we sometimes cuddle up and read books or we cuddle up and swipe through things on the tablet. And a teacher at an IWB can be exactly the same as a teacher holding up a book. I think it all comes down to how much guidance and encouragement we give the children, how much interest we show, whatever tools we are using.

7. Teacher's wellbeing is another key factor for successful teaching. This means decreasing the stress level, being more aware of teacher's health in order to be more productive both privately and professionally. Lately, there has been an increase in the awareness of this through trainings, workshops and seminars. What do you normally do to improve your professional wellbeing?

From all the teachers I have met around the world, I would say that one of the biggest causes of stress is when what they are doing is misunderstood or not appreciated. When you're teaching in a very interactive way, people who have not had that kind of education might think you are 'just playing'. So I think really making your methods clear to parents and other members of staff is important; do a handout explaining why you want the children to stand up and move around when they speak, for example. And of course sharing ideas with other teachers, just as you are doing in this Newsletter, is very important. We don't always need new ideas, sometimes it is enough just to know that we are doing exactly the same as other teachers-it is good to feel reassured!

8. Once again, we are more than grateful for being part of our Newsletter. Thank you for your time and the interest you showed. Is there anything that I have omitted asking you and you would like to add? Since learning never seems to cease, is there anything that you would like to recommend to NQT and even to experienced teachers?

Thank you; it's been a pleasure. I'm always amazed at the dedication I see in teachers; coming to talks at weekends and evenings when they could be doing all the hundreds of other things which busy people have to do. I'd say just keep on sharing and showing ideas-social media is brilliant for that; even the simplest worksheet might spark off an idea in someone else and move it along a bit. I think we all just have to keep the conversation going!



QUICK INTERVIEW 2: Natasha Stojanovska-Ilievska, PhD

Natasha Stojanovska-Ilievska, PhD is an English language teacher, linguist, teacher trainer and a translator. Currently she is an assistant professor at the Department of English Language and Literature at the Faculty of Philology, Ss. Cyril and Methodius University in Skopje. She has attended the Master's level programme in Education and professional development at the University of East Anglia and has been a recipient of a research scholarship from the Research Council of Norway. She completed her PhD in 2014. With her presentations and workshops she has participated in numerous conferences in Macedonia and abroad. In addition, she has delivered several series of trainings for teachers of English organized by the British Council, including e-moderating Internet-based trainings. Currently she is the national coordinator of the ICLE (International Corpus of Learner English) project.



- 1. First of all, I attended last year's ESIDRP conference, held in March 2016. You were in the organizing committee, so I must say that it was quite versatile – consisting of many language areas: linguistics, teaching, translation, literature, research, practice. From this perspective, can you tell us more about the conference and its outcome. I am more than positive that it met your expectations.**

You are right. I am quite satisfied with the way it turned out. My colleagues from the Organizing Committee and I invested a lot of time and energy into this conference and I am glad to say that our hard work eventually paid off. From the very beginning we had this grand idea that we wanted to organize an event that would be on a par with major international conferences with long-standing tradition, both in terms of the quality of the presentations and in terms of organization. We managed to bring three fantastic plenary speakers: Michael Rockland from the USA, Mark Wyatt from the UK and Slobodanka Dimova from Denmark, as well as more than 100 participants from 13 other countries. Great attention was paid to details, in terms of friendly and efficient communication with participants, helpful and smiling student volunteers, a recognizable logo. We tried to set a new standard for conferences at our department and I think we succeeded in it.

2. **Dear Ms. Stojanovska, the Department of English Language and Literature at the Faculty of Philology ‘Blaze Koneski’ in Skopje has always been one of the leading departments within the Ss. Cyril and Methodius University. What is the feeling of being part of it?**

For me it is a great honour and privilege to be a part of the Department of English Language and Literature at Blaze Koneski Faculty of Philology in Skopje. When I was a student back in the late 1990s, I thoroughly enjoyed my courses at the English Department because of the topics covered, the unwavering enthusiasm of the staff for their subjects, and perhaps most importantly, the great teacher-student rapport. These were the distinctive features of the English Department back then, and today we are genuinely trying to keep up this image. At one point my colleagues and I realized that we hardly ever discussed relevant professional issues together due to the ever-increasing demands on university teachers, and it was then that we decided it was high time we took some action. This was probably one of the reasons why we all embraced the opportunity to organize the conference together. Now we are working on another joint project, compiling the Macedonian section of the ICLE Corpus (International Corpus of Learner English), which allows us to transcend narrow local boundaries and do something meaningful, something critically relevant for the age we live in. It is in these collaborative efforts that I see the future of our department.

3. **How did ELT become your life calling?**

I never really thought I would become a teacher of English one day. In my third year at the University I selected the Translation module, as I felt it suited my personality better. But once I graduated as the best student of my generation I was given the opportunity to start teaching at the Centre for Foreign Languages in Skopje. I was apprehensive at first, but decided to give it a try. I tried it, loved it and here I am, 20 years later, still teaching English. During these two decades I've invested a lot in my professional development: I received the Advanced Certificate in Education and Professional Development (part of the Masters level award programme) issued by the University of East Anglia and NILE (Norwich Institute for Language Education), attended countless ELT conferences, seminars and workshops, gave my presentations in some of these, did research and completed my MA degree and my PhD. This is not to say that I've given up translation and interpreting. Over the years I've worked with

several governmental institutions, local NGOs, international organizations, and I've also had many foreign clients.

4. When you reminisce, which teacher impressed you most when you were a student? Why?

I was fascinated by quite a few professors and teaching assistants from the English Department, but if I have to choose only one professor, then it would certainly be Dragi Mihajlovski. He talked so passionately of translation and literature that he kept us all under his spell for the duration of the class. I distinctly remember spending days and nights trying to translate poems or short stories to the best of my capacity for my Translation course, until my eyes would hurt. It was then that I became more perceptive and more aware of the magical power of words and the rhythm of language. Words haunted me. In his comments to some of my translations Dragi Mihajlovski recognized my talent, but never failed to emphasize that this talent needs to be cultivated and nurtured by reading and hard work. And I have never been afraid to work hard. His trust in my potential was probably one of the most valuable gifts a teacher could ever give to his students. That shaped my future career tremendously.

5. Several years ago, I also attended one of your workshops at the British Council in Skopje. It explored the topic of teachers becoming digital natives. Well, technology has taken over in the ELT domain. Smart boards, laptops, tablets, eBooks, applications are all extremely useful in the teaching and learning process. Of course, the stereotyped board-chalk-book lessons in a teacher centered classroom have had their day, yet are we becoming too dependent on technology? Are there any negative aspects of too much technology in the classroom?

Generally I am in favour of harnessing the power of the new media for teaching purposes, as I believe that technology can have a huge impact on the way students learn. Clearly, ICT has considerable potential for reaching out to students, for accessing information and resources and for global communication. I am especially amazed at the unlimited possibilities for independent study available nowadays and I know that I would have loved to have these opportunities back then. In the pre-Internet era the learning resources were so very limited, that we struggled for days to find something as simple as a book, poem, or the lyrics of a song. And the feeling when you eventually found what you were looking for was indescribable. Now

that everything is available at the click of a button, I feel students are deprived of experiencing the beauty of the quest and the exhilaration of the discovery, and this I find a little saddening. Though I've occasionally integrated technology in my lessons over the years, I am not convinced that the days of the traditional lessons are over. Using ICT is not a guarantee of a successful class in itself. Lessons with ICT may be more modern and more engaging, but it does not necessarily follow that more learning takes place. Careful planning, clear aims and objectives are essential, even for ICT-based classes.

6. What is your everyday motivation in your job? How do you get inspired?

As teachers, we are in a position to change lives, but with this possibility comes a great responsibility. I teach English, yet I also try to go beyond that and instil in my students the importance of some timeless values, like honesty, diligence, kindness and perseverance. Occasionally we all feel emotionally and physically drained and we can't give too much of ourselves to our students in class. Yet the fact remains that teaching is a most rewarding profession and seeing that your teaching has made a difference for at least one student encourages you to keep going and to keep trying. And in my experience, this is a shared sentiment among teachers.

7. Teacher's wellbeing is another key factor for successful teaching. This means decreasing the stress level, being more aware of teacher's health in order to be more productive both privately and professionally. Lately, there has been an increase in the awareness of this through trainings, workshops and seminars. What do you normally do to improve your professional wellbeing?

Not much actually. There was a time in my life when I used to work for 12 hours a day (excluding preparation time), both teaching and doing translation, and I know this is a stage a lot of teachers go through. But you can't go on forever with that pace of life. Every now and then I would lose my voice and experience bouts of coughing every time I uttered a word, and in these situations the best remedy was a week of silence. These days I do not teach that much, but my work-related obligations still occupy most of my time: checking graduation papers or homework assignments, doing research, writing papers, attending conferences, or dealing with some administrative issues. I guess going for a brisk walk or spending time with friends or

colleagues helps me relieve some of the stress I experience daily, but I can't really say that I'm immune to stress or burnout.

8. Once again, we are more than grateful for being part of our Newsletter. Thank you for your time and the interest you showed. Is there anything that I have omitted asking you and you would like to add? What can you recommend especially to the NQT? What about the experienced QT?

Thank you for inviting me to be your guest in the ELTAM Newsletter. I would advise NTQs not to be discouraged when things in class don't go according to their lesson plans, or when an activity they have been planning for hours fails in class. It happens, all the time, to everyone. We've all spent hours (some of us even days) preparing our first lessons and most of us have even cried at our first disappointments. Disheartening as this may be, it will only make you stronger and more confident in the long run. As for the QTs, I'd advise them not to feel wracked with guilt if at some point they lose the motivation to carry on. Burnout is a natural consequence of the teachers' heavy workload and the demanding administrative requirements. But the good thing is that it actually allows us to emerge in a stronger form, by reevaluating our priorities, identifying what's most important both in our private lives and our work, and focusing only on attainable goals.



STUDENTS' CORNER



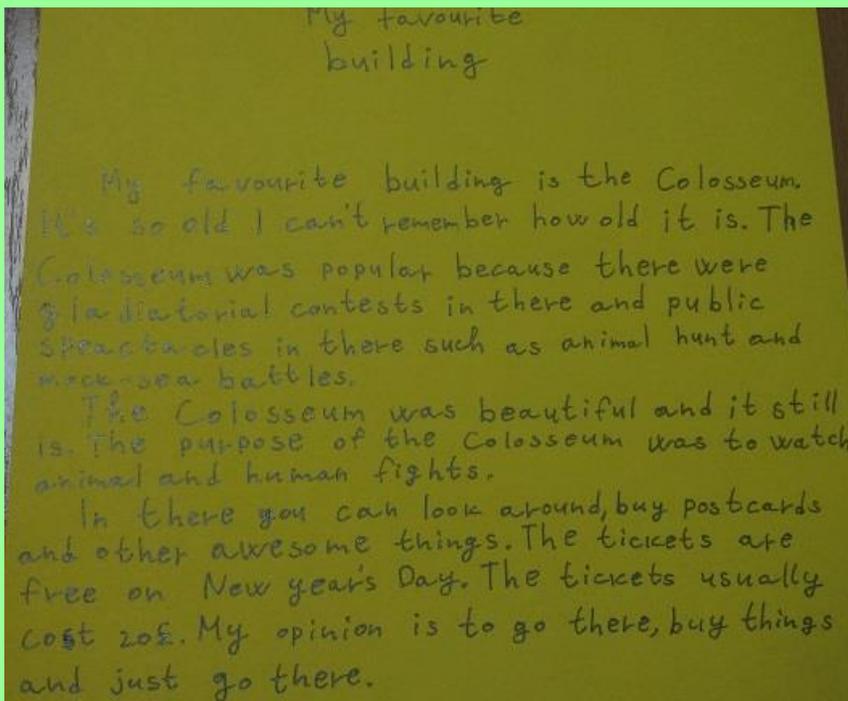
Film Review:

"A Bachelor in Love" is about the secret love between Defne and Omer. This Turkish serial is on "Sitel" TV and it's very funny, it's like a comedy. I liked the actors and their acting, but I disliked the music. It starts at 21:00 and it ends at 22:30. This is the best Turkish serial on "Sitel". I really like Defne, Jasemin, Omer, Sinan, Syde, Neriman, Nejmi and Koraj. Koraj is a very funny person and it is a very good actor. I recommend this to boys and girls who are above 8.

Rating:*****

written by Iva Trajanova, Group: Primary School 3, Q Language School

Projects – My Favourite Building



by Eva Georgievska, Group: Primary School 4, Q Language School

My favourite building

Neuschwanstein Castle

The Neuschwanstein Castle was built in the 19th century, in Bavaria, Germany. This castle is famous because it is beautiful and is the logo of „World Disney“. This castle looks like it was built in the 13th century, its main colours are red and white. Inside there are lots of different pictures and mirrors all over the castle. It was a summer house of the king Ludwig II. You can buy a souvenirs and watch the nature. The tickets are cheap. They cost only 10 €. My opinion is that you must go now not tomorrow. NOW and visit that place!

Uley

Primary ④



by Ivan Dogramadziev, Group: Primary School 4, Q Language School



Hungarian Parliament Building

The Hungarian Parliament Building was completed in 1904. It's located in Budapest, Hungary and it's close to the bank of Danube. It's famous because it's the largest building in Hungary and the tallest building in Budapest. Inside there are 691 rooms, elevators, 27 gates and 29 staircases. The building height is 96 m and it's one of the two tallest buildings in Budapest. The east stairs are flanked by two lions. There are statues too.

You can visit it and see how beautiful it is! There are tickets in Hungarian Parliament building. For adults you pay only 2000 HUF, for students 1000 HUF, but for children under 6 it's free. You only pay a little to have a tour in such a nice place. I think it's very beautiful and magical and it will be fun to visit it.

by Mateja Vukovojac, Group: Primary School 4, Q Language School

PRACTICAL ACTIVITIES & TIDBITS

selected by Marija Dzonova

Dear colleagues, we can feel your anticipation of this school year's end, but before you go on your deserved summer holiday, take a look at these amusing End-of-School activities. We have made a selection of several practical ones, including the links, for you to try them out.

<http://www.teachhub.com/top-12-effective-end-year-activities>

Let the kids teach the class.

Split the class into groups and assign each a specific topic you studied this year. Give them time to go over their topic and invent a good review activity, which they have to grade. You assess them on whether they get their facts straight and how effective their review activity is.

Have students write a children's book.

When writing for younger children, your students will have to really simplify and emphasize the key elements of your course. This can serve as a great review and a fun way to integrate art into the curriculum. Students might write the children's version of a Shakespeare play, a young readers' version of the history of Ancient Egypt, or a picture book that illustrates the cycle of life.

Host a talk show or "expert" symposium.

Imagine an Oprah-style show on bullying or school violence as a way to discuss *The Chocolate War*. Or a discussion on "Great 20th Century Achievements in Science" featuring Albert Einstein, Neil Armstrong, J. Robert Oppenheimer, and Stephen Hawking - all portrayed by students. Put students in groups and have them research their topic, write a script on it, and present their show to the class.

Create a class scrapbook.

Let each student make a page. Offer some prompts (My favorite book we read.../The best experiment we did in Chemistry.../One thing I learned about myself...) and encourage students to include favorite class memories. Supplement with photos of students, the classroom, or class activities. Make a copy of the scrapbook for every student, or make an electronic scrapbook and take the opportunity to teach students how to use PowerPoint or another program.

Have students write letters to themselves.

Ask your students to write themselves a letter, reviewing the year and making "resolutions" for the next school year. Give them some prompts to write about: one thing they are proud of from this year, one thing they would like to do differently next year, one thing they want to remember, and so

on. You can either mail these letters to your students just before the start of the next school year, or make arrangements with their next teachers to distribute the letters at the start of school.

Ask students to write letters to your future students.

Have your current students write letters of advice for the new students you will teach next year. What advice would they give on how to “survive” or do well in your classroom? What are the hardest parts of the course? Note - if you have any special traditions or “surprise” activities you don’t want students to spoil, make sure to tell them ahead of time.

Teach that fun unit you never have time for.

Most teachers have fun units or activities they can never find time for: why not do it now? Food math, logic puzzles, “Mythbuster”-style experiments, or lessons on advertising or political cartoons - these are legitimate educational activities with a high “fun factor” that will make it easier to hold students’ attention.

<http://m.busyteacher.org/11603-last-lesson-10-ideas-end-year.html>

Yearbook Nominations.

About a week or two before the last class **organize the list of nominations** and go through them with the class. You can easily adapt them for age and level. Some examples could be: *best smile, loudest, silliest, quietest, most likely to go to the principal’s office, most likely to be president, most likely to be an English teacher, most likely to give next year’s teacher a headache*, etc. On the last day hand out awards, and ask the students make acceptance speeches! Just be sure that each student gets awarded for something.

<https://www.edutopia.org/blog/end-of-year-engaging-projects-rebecca-alber>

Own a _____.

Have students take ownership of a planet, song, decade, career, author, country, scientist, medical breakthrough. . . With this activity, the student becomes an expert on whatever she or he chooses and then presents it to the class or in small groups. The product can be, for example, a mini-book, PowerPoint, or iMovie (*select, prepare, research, design*).

Create a Commercial.

Host a class competition where students cast a vote, and give an award to the team that produces the most clever, creative 30-second advertisement. Decide first as a class on the product to be pitched (*plan, design, critique*).

<https://www.weareteachers.com/the-teacher-report-fun-end-of-year-assignments/>

http://www.educationworld.com/a_lesson/activities_for_the_last_days_school.shtml

Alpha Autobios.

Invite students to create their own alphabetical autobiographies. Here's an example: "A is for Arkansas; that's where I was born. B is for Bonnie; that's my sister's name. C is for Cub Scouts; That's my favorite activity."

ABC Books for Days!

Adapt the ABC book idea, and challenge students to learn about a topic they want to explore. For example, students might be interested in the Civil War, music, authors, Hawaii, sports, or plants.

A Little Drama!

Another idea for fun and education—put on a play! Students might write their own script, or you might use a script you find online. If you're looking for a great resource, see the Education World story *All the Classroom's a Stage!*



TEACHERS' FORUM

Secret Teacher: buying supplies my school can't afford costs me a fortune

There was a time I could have claimed expenses, but with high expectations and continued funding cuts I have to pay...

I have been a teacher for 15 years and have always known that the state schools I have worked in are not wealthy. When I was a young and enthusiastic student I spent a cool amount on stationery and ink in order to make worksheets in many colours, and I provided Post-it notes and highlighters to make my lessons engaging and interesting. Naively, I thought that when I became employed as a real member of staff, I would stop spending so much of my own money on my job – I was wrong.

I landed in a culture of personal investment, with colleagues urging me to buy my own supplies and lead the way. With equipment unreliable or failing in our school, one even brought in her own overhead projector.

As the years have gone by, I have spent a fortune on videos, DVDs, audio visual equipment, cameras, SD cards and tripods for my classes to use – not as additional supplies, but to be used as integral requirements in the subjects I am teaching.

Sometimes I feel that I have no choice. I have been asked to teach units on moving image in rooms with no sound facilities. Rather than failing the students with sub-standard lessons, my conscience has sent me on a late night electrical treasure hunt in search of portable speakers to use the next day.

I have colleagues who've spent hundreds of pounds on online subscriptions, and many of us buy our own textbooks to help get our heads around courses that are so tentative in their expectations because the powers that be haven't really decided if they are worthy or still in flux. We are at the mercy of government changes to courses and the slippery climate of education. We are never standing on firm ground and what we invest in one year may gather dust in a stock cupboard the next.

There were times, years ago, when I could have submitted my receipts to my school and claimed for my expenses. Now in a cash-strapped, deficit-driven culture of firm frugality, but with high expectations, I have to absorb this cost as part of my professional role.

At the start of the year, we discussed as a school the fact that students frequently come ill-equipped for learning, and our senior leadership team decided we should give out

equipment. We were given boxes of 10 pencils, which disappeared within weeks and were a laughable salve for this issue when the school has a clear pen-only policy. Pens aren't that expensive, and I won't let someone in my class miss out on learning if they don't have one. But when I spend my own personal money and get through them at an alarming, never-to-be-seen-again rate, I can't help thinking something is wrong.

Challenging the leadership team gets us nowhere. They are dealing with much bigger issues and the nuts and bolts required to set up a student for good learning can be overlooked, even if this is not the intention. I know it's not just my school. All the schools I have worked in have had similar expectations, although my current one has a pretty spectacular financial deficit.

I work as an examiner in creative subjects. I see a wealth of work from different schools and know that having state-of-the-art technology does not mean the work produced will be the best. I would love to be in a situation where I do not have to struggle for what I need every time I plan a unit of work. I know challenges make for learning and creative thinking, but it would be nice not to battle with broken or missing equipment, or to have to pay for the shortfall myself. My colleagues feel the same. When we hear of people liberating supplies from the stationery cupboard for personal use, we joke about how we do the opposite. Even though my bank balance is suffering and I am starting to feel resentful, morally I am still torn.

The upside of course is that I can be in control of what I create and make the resources exactly the way I want them. This is the choice I make. If I didn't put my heart and soul into my materials I would have to do without and find other ways to teach using more dated, traditional techniques and front-led, hierarchical methods. This would probably mean that my students would not learn as much as they do, and my work would become theoretical and abstract, not involved and engaging. I know many of my students would find learning in these outmoded methods challenging, even though there is sometimes a place for them.

In the kind of school I work in, the children are already viewed in a negative light by wider society. They do not come from a place of privilege but from a place of struggle and disengagement. If what I am doing can get them fired up about learning and show them that education is a pathway to change, I am going to give it my best effort. I just wish it wasn't costing me so much money.

Source: https://www.theguardian.com/teacher-network/2017/mar/11/secret-teacher-buying-supplies-classroom-budget-funding?CMP=share_btn_tw

The Secret Teacher is a section in which anyone can contribute as a secret teacher. It expresses teachers' everyday worries, problems, and concerns.

How Other Teachers Cope with Sunday Night Anxiety

End-of-weekend dread is real. And it's ugly.

by Elizabeth Mulvahill (republished)

The Sunday night dread.

Most working people experience the feeling at some point in their career, but it seems like teachers get hit harder than most. No matter how intent we are on using the weekend to relax and refresh, that ugly feeling of anxiety and apprehension creeps up and clobbers us over the head.

JM recently wrote into our WeAreTeachers Helpline with this heartfelt query: "Anybody else have trouble with anxiety on Sunday nights? Feeling like you're not doing enough? Feeling like you're doing too much? Having trouble feeling motivated or having negative self-talk? I love what I do most of the time, but any suggestions on dealing with this?" Once again, our teacher community came through with support and sage advice.

First of all, be comforted by the fact that you are NOT alone!

Some teachers feel so much anxiety, they're making themselves sick over it. "Oh yes," says fellow teacher LB, "That tight feeling that precedes multiple dreams of inadequacy, failure and being lost." And JA can definitely relate, sharing "Every week! Most of the time I toss and turn at night stressing about my classroom/lessons/students/class sizes/classroom management/evaluations... etc.... it never ends."

CE feels it acutely. "I'm actually on anxiety meds for the anxiety attacks I have due to my job," she confesses. MM puts it this way, "The self-doubt, the heart palpitations, the hyperventilating and the racing of thoughts not knowing what tomorrow will bring, and the beginning of feeling sick to my stomach. Why is it that my normal feeling the night before going back to work?"

Which leads us to a very important question—what is this all about, anyway?

"I wish I could put my finger on exactly why we feel this way," says BC, "Is it the unexpected? The high expectations from others? The time crunch to get everything done? All of the above and more?"

Yes, and the reality is that sometimes we are our own worst enemies. We get overwhelmed by the tremendous scope of our job and forget to pace ourselves in order to keep our sanity. For many, the anticipation of the upcoming week is worse than the actual week itself. As MM puts it, "I really don't know why I get so much anxiety because the week is never as bad as I imagine and I'm usually fairly well prepared."

JS offers a keen insight that may help. "I equate this feeling with stage fright," she says, "I perform a different show each day and once I'm "on stage" I feel much better." And maybe, just maybe, a little bit of anxiety is not entirely a bad thing. CS hypothesizes, "I believe we get anxiety because we want so badly to be a good teacher and make sure our students learn and make progress."

Regardless of the anxiety's source, the first step is to dump the guilt!

"I forget sometimes that there is ALWAYS more to do." confesses SK, "The guilt thing needs to stop I'll figure that part out hopefully soon." MN agrees, "You cannot feel guilty!!! Ever!!! I wasted years feeling like this."

So how do other teachers cope? They give themselves a break. For new teachers, the overwhelming majority agrees—it takes time! Newbie SK laments, "I'm a first year teacher and I was really hoping it wouldn't always feel like this." Veteran VR quickly responded, "It won't! Stay the course. It does become manageable. You will gain more knowledge, more confidence. By year three, you can actually joke about that untouched teacher bag you took home. You will learn how to be more efficient with your time. Don't give up!" SS agrees, "I'm in my second year and it's not as bad! I promise!" And MN adds, "You will find a good balance. It took me about 5 years, but I finally realized I was doing more than enough!!!"

They practice self-care.

"Take it one day at a time," advises KT, "there is always something to do or learn." Start focusing on things you can control and let the rest fall away. Spend time doing other things that you love. Set personal goals that have nothing to do with work. Sign up for singing lessons, join a book club, or take up watercolor painting—anything that you want to do strictly for the sense of pleasure it will give you. HR recommends restorative yoga. "I go every Sunday night at 7 and it really helps calm my anxiety and sets me up for the week ahead." MN set her sights on training for a half marathon and had to follow a consistent routine to meet her goal. Only you know what your body and spirit need to feel balanced. "Right now I'm eating ice cream and binge watching Netflix," admits EH, "and all is ok!" We especially love the advice of KB:

They set themselves up for success.

"I try to get everything done on Friday before I leave," says MN, "Sometimes that means working until 6pm, but then my mind is free all weekend. I used to save my planning until Sunday and then I would dread it all weekend. Sometimes I am exhausted on Friday, but that few extra hours really makes the weekend so much better!" JC agrees, "Get it done on Friday, no matter how late."

And even though it may make you feel like a bit of a work week hermit, try to use your planning time as constructively as you can. "I close my door and put my head down," says LM, "I don't even think about picking up my phone, checking social media, etc. I know it will just be a giant black hole and I'll get nothing done." MM spends just a small amount of time Sunday evening to prepare for the coming week and then lets it go. "I make a list to prioritize what needs to be done in the coming week, briefly look over my plans and jot down anything I need to add or prepare for, say a little prayer, and then get a good night's sleep!"

What would add to this list teachers? Share your comments below!



Edu Games in the Classroom

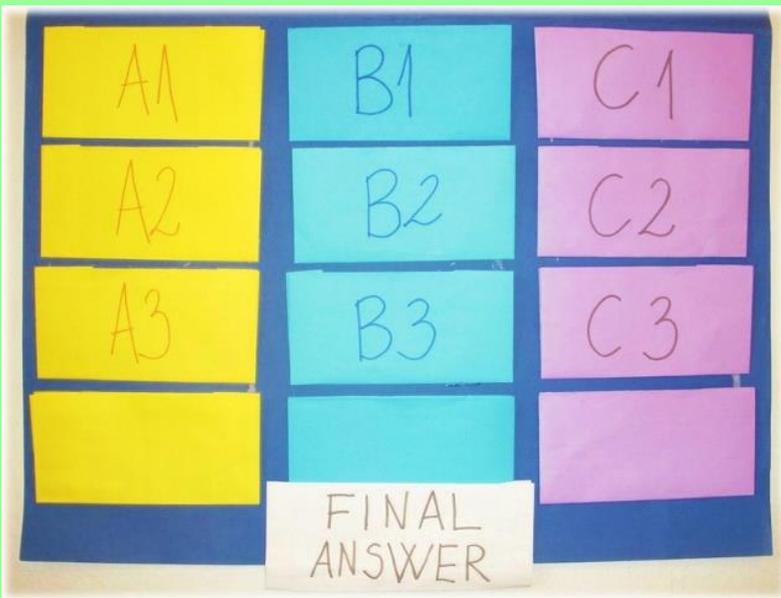
by Slavica Stojchevska

Most of the students enjoy learning, understanding and grasping foreign language structures while playing games. It can not be denied that educational games facilitate language learning and improve the learning experience. In addition to supporting learning games influence and increase quality of English classes. Quality will be increased as they would bring fun, enthusiasm, interactivity, increase students' motivation and participation. The result would be more that satisfying motivated, inspired and successfully engaged learners willing to participate and learn through the games.

As the benefits of of employing educational games into class are enormous and have a great potential to transform the classroom into an interactive learning space I will suggest several that have contributed to successful learning scenario.

*For this specific e-newsletter I approve publishing of these photos of mine, representing the games I examine below.

Word association games



Word association games can be relevant and work well for any age or level. It would be nice if you could dedicate some of your free time to create a poster from papers for association game similar to the picture. Beside attracting the student's interest for being colorful it will always be a practical resource for bringing energy and fun into class. It is super fun way for students to revise and build their vocabulary. Students can play at any time during the lesson. They reveal the words or pictures and try to relate and discover the concept behind each row. They have to connect each word and find out the final solution. Association games encourage thinking and stimulate the brain making connections between words. They provide mind training and challenge students to think quickly.

Bingo for letters of English alphabet

Unquestionably bingo is student's favorite educational game. The game allows acquiring knowledge and practicing the English letters in a simple, amusing and interesting way. Bingo cards are powerful and energetic aids that transform the learning process into a pleasant experience for the enthusiasts who are eagerly and excitingly waiting to shout the word BINGO. It is valuable because it is effective, useful and actively engages all of the students in every second and additionally initiates competitive spirit.

Assuming that the bingo cards with letters from English alphabet have been prepared in advance, you can skip the first step and follow the further instructions on how to play bingo.

1. Prepare and print bingo cards in advance

2. Share a cards and paper

3. The teacher calls letters flashcards with letters are

4. Students identify and named letter on their card

5. Once all the squares are "Bingo"

6. The student who won bingo can take over the role of the teacher

Recommendation: It would be nice to print bingo cards in advance at home. There are numerous online bingo generators though which teachers could create the bingo cards easily and effortlessly. Make sure that no two bingo cards are identical, in order to avoid a situation where all the students utter bingo at the same time.



circles to each student

(it is more effective when showed)

place the circles covering the

fulfilled a student can shout



Domino

Domino is a perfect resource for flavoring the regular activities and creating a game-oriented classroom. Domino as a game concept can easily be recreated into relevant and suitable game for achievement of various lesson's aims. It is possible to create and print domino tiles (cards) with words and pictures. Students will play by matching the words together with the pictures and in this way the game will offer students fun learning experience. By playing the words and picture domino students will review and improve their vocabulary. Moreover, they will improve concentration, memory skills and problem solving. Also, the game requires students to communicate, take turns until one of them wins. The winner is the one who has no cards left.

To sum up, dominoes are inexpensive as many web sites offer free domino worksheet creator for cards to be generated, printed and used in class. Not just affordable but also simple game that empowers students with numerous skills while they are having memorable learning experience.

Educational computer games

It is fact that students since early age spend much of their free time playing computer games. Why not use this trend for educational purposes and direct students to play educational games. Educational games can improve to great extend their language skills. There is a huge choice of web sites that offer educational games for students. British Council offers many free and safe educational games which learners would love to play them. There is a vast amount of websites offered with plenty of educational games, worth investigating.

Hope that you were convinced to integrate more frequently Edu games as they blend learning and fun. Happy playing and learning!

Slavica Stojchevska is teacher of English language for young learners in Primary School 11 Oktomvri in Kumanovo, R. Macedonia. She graduated at the English language department at the Faculty of Philology „Blaze Koneski “in Skopje. She is passionate blogger where she creates, publishes and shares educational material in order to improve language learning for her students.

Blog: englishclub.ucoz.org

Lesson Plan

(winner of the ELTAM CONFERENCE 2016 CREATIVE LESSON PLAN competition sponsored by Express Publishing)

by Aynur Kaso

School: Faculty of Philology “BlažeKoneski” - Skopje

Year: 9th grade

Students: ~20

Date: 12 October 2016
mins.

Lesson time: 40

Teacher: Aynur Kaso

Lesson Aim: Using cultural awareness as a tool for enhancing speaking abilities of the students. Personalizing the topic would elevate the interest among the students for joining the conversation

Objectives: By the end of the lesson, the students will have enriched their vocabulary, and will feel more comfortable to use more complex structures and collocations.

Assumptions: I am assuming that the students are familiar with the majority of the words, and are ready to build on their knowledge.

Anticipated problems: There is a possibility that the students will not like the topic, and would be reluctant to do the exercises. That is why I have a plan B: I would go with reading and listening exercises in the book.

Topic: Vocabulary building, arguments “for and against”, social activism

Language skills: Speaking – communicative purpose

Language system: Vocabulary

Source of material: Course book: *Blockbuster 3* p. 45, some realia (whistle, small banner, signs saying NO! – symbols for activists, a tie, a hat, a pocket watch – symbols for rich class people), handouts

Lesson procedure:

Stages:	Description	Time	Interaction
Introductory stage Lead-in	T wears a T-shirt featuring a T-rex caricature. T starts a discussion by first asking whether they know the name of the animal, whether it is a mammal, and does it still exist. T tries to elicit the word <i>extinct</i> from the pupils.	10 mins.	Whole-class Balanced TTT and STT

Brainstorming Reading and comprehension Inductive	<p>T writes “endangered species” on the board. Explains what it means and asks the students to come up with animals that face this danger. (possible answers: tiger, panda, elephant, rhino)</p> <p>T takes the focus on the first activity. Teaching the word <i>habitat</i> and naming some animals that would live in the three habitats illustrated in the activity.</p> <p>Afterwards, pupils would categorize the animals in the second activity according to their natural habitat.</p>	10 mins.	Whole – class STT
Practice	<p>T divides the students in three groups. One group would be activists, the other business people and the third group jury. The classroom is rearranged to look like a court setting. The issue is that the home builders want to build a residential are on a marshland, and the activists are protesting because it is the natural habitat of a frog named “Pelophylaxridibundus” (it is the Latin name of the marsh frog, and it’s a catchy name).</p> <p>The activists and the home builders have 5 minutes to prepare for some already prepared questions (see appendix 1).</p> <p>In the meantime, the jury will be given a short text about a real organization Save the Frogs and an imaginary residential home building company (see appendix 2).</p> <p>Furthermore, the pupils from both groups should defend their arguments in front of the Jury. Afterwards, they will have the chance to ask the other group two to three questions.</p> <p>When the two groups are finished, every pupil from the jury (even number) will vote for one group and state their reason with one sentence.</p>	20 mins	Group work Individual work STT Individual work Whole – class group work Individual work
Homework assignment	<p>Find an animal that you think is facing the danger of extinction. Tell us what we can do to save it.</p> <p>(e.g. Joining an organization like Save the Frogs! And actively participating in some social actions.)</p>	2-3 mins.	Individual work

Appendices:

1.

For <i>Save the Frogs</i> activists:	For home builders:
1. Why is it important to save the frogs?	1. Why is it important to build the houses in the marshland?
2. Are frogs more important than good houses for	2. Are these houses more important than the frogs?

people?	
3. How will you act if the jury decides that the home builders are right?	3. How will you act if the jury decides that the activists are right?

2.

SAVE THE FROGS! is the world's most effective amphibian conservation organization. Our mission is to protect amphibian populations and to promote a society that respects and appreciates nature and wildlife. **SAVE THE FROGS!** has held protests at government agencies to protect wetlands; Please support our efforts by donating, volunteering, becoming a member, spreading the word and purchasing some eco-friendly merchandise from our Gift Center. Together we can **SAVE THE FROGS!**

Home Build's report showing that we can build the residential constructions is designed to serve as a proof for our economic, environmental and social sustainability practices. The report shows some of the key plans and projects the Company has started which we believe are representative of our commitment to adapting sustainable business practices. We always care about the environmental factors, and wish to create the perfect homes for people in the best parts of the nature. For us, the customer satisfaction is the most important thing.



ELTAM ACTIVITIES

- **ELTAM CONFERENCE 2016, HELD 14th-16th OCTOBER 2016, VENUE: HOTEL DRIM STRUGA**
- **ANNUAL ASSEMBLY, HOSTED BY NOVA INTERNATIONAL SCHOOLS**
- **WORKING GROUP – PROFESSIONAL DEVELOPMENT ESTABLISHED; GROUP MEMBERS:**
 - **MARIJA DZONOVA**
 - **NARCISA BLAZEVSKA**
 - **MARIJA PETKOVSKA**
 - **EMILIJA PAUNKOSKA**
 - **SELPI POSHKA**
- **MINI CONFERENCE ON INCLUSIVE EDUCATION ORGANISED IN PARTNERSHIP WITH NOVA INTERNATIONAL HIGH SCHOOLS 21st March 2017**
- **MUNICIPAL AND REGIONAL ELTAM COMPETITIONS REALISED**
- **ELTAM STATE COMPETITIONS ON 06th MAY 2017, RESULTS:**

Congratulations to the winners and their mentors:

<http://eltam.org.mk/articles/view/7a8ddf2f1e41c309fddddd6ffac31a569>

V grade: Filip Nikolovski (Bitola) – Elena Bogoevska (mentor); Vesna Janevska (Kavadarci) – Vesna Temkov (mentor) and Anastasija Ivanovska (Skopje) – Ljubica Petkovska (mentor)

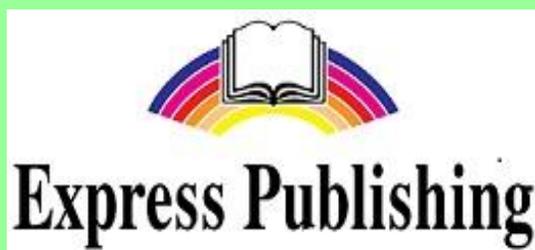
IX grade: Jovana Velichkovska (Skopje) – Lidija Ristovska (mentor); Ivana Jakonova (Kavadarci) – Slavica Janevska (mentor); Mima Vojnovska (Kochani) – Kateriona Simeonova (mentor)

II year: Matej Aluloski (Skopje) – Bojana Janchevska (mentor); Ljum jashari (Kumanovo) – Afrim Aliti (mentor); Simona Bogoevska (Skopje) – Maja Hristova (mentor); Kristina Mladenova (Skopje) – Maja Petkovska (mentor)

III year bilingual and private schools: Gele Robev (Skopje) – Bela Gligorova (mentor), Damjan Ilic (Skopje) – Aleksandra Koshchikovska (mentor); Boris Janevski (Skopje) – Mila Simjanovska (mentor); Sofija Popovska (Skopje) – Bela Gligorova (mentor)

A huge thanks to our dear hosts: NOVA International Schools and UACS Skopje

and our dear friends and sponsors who selflessly helped our competitions: Express Publishing, Pearson Macedonia and Prosvetno Delo.



➤ **ELTAM REPRESENTATIVES APPOINTED TO ATTEND CONFERENCES:**

- **IATEFL SLOVENIA 09th-12th MARCH 2017**

**ALEKSANDRA POPOVSKI GOLUBOVIKJ & BILJANJA
INGILIZOVA ATANASOVA**

- **HUPE CROATIA 24th-26th MARCH 2017**
MARIJA DZONOVA)

- **ELTA SERBIA 19th-20th MAY 2017**
EMILIJA PAUNKOSKA & BILJANA SHOPOSKA

- **BETA BULGARIA 22nd-25th JUNE 2017**
SLAVICA STOJCHEVSKA

CALENDAR OF EVENTS

**One-day Conference with IATEFL MaWSIG -30th September 2017,
Skopje**

**ELTAM TRAININGS AND SEMINARS ORGANISED BY THE ELTAM
WORKING GROUP – PROFESSIONAL DEVELOPMENT**

OPEN CALL FOR TEACHER TRAINERS – to be announced

10th ELTAM CONFERENCE 19-21 October 2018, Struga





MaW SIG
Materials Writing Special Interest Group

ELTAM
and
IATEFL MaWSIG
One-day Conference
*“All Teachers are Materials
Writers”*
When: September 30, 2017
Where: Skopje
More details coming soon!

FOR PROSPECTIVE CONTRIBUTORS

The ELTAM Newsletter should be published four times a year (December, March, June and September) in an electronic version. The deadline for contributions for the next issue is **30th June 2017**.

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.

Invite your pupils/students to contribute to the "Students' Corner" section with a poem, project or a short story in English they have written.

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, and 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, Marija Dzonova**: newsletter@eltam.org.mk and dzonova@hotmail.com.

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, please let me know. I'll be waiting for your articles, your students' works and even the worries that bother you in the form of a *Secret Teacher* text!



ELTAM CONTACTS

Web page: www.eltam.org.mk

Facebook profile: ELTAM Teachers, <https://www.facebook.com/pages/Eltam/419137048118635>

ELTAM Executive Committee:

President and IATEFL contact person

Aleksandra Popovski Golubovikj

president@eltam.org.mk

General Secretary

Ljubica Ruzinska

generalsecretary@eltam.org.mk

Treasurer and National Coordinator for Elementary Competitions

Miroslava Pavlova-Anevaska

primarycompetitions@eltam.org.mk

National Coordinator for Secondary Competitions

Jovanka Jovancheska Milenkoska

secondarycompetitions@eltam.org.mk

Newsletter Editor and Conference Secretary

Marija Dzonova

eltamconference@eltam.org.mk

newsletter@eltam.org.mk

Membership Secretary

Valentina Kikerkova

membership@eltam.org.mk

Liason officer for government educational institutions

Elizabeta Hristovska Icheva

elizabetahristovska@gmail.com

Board member

Biljana Ingilizova - Atanasovska

bvingilizova@hotmail.com

Board member

Gordiana Gjorgova

gordianag@t-home.mk

Extended board:

Extended board member

Marija V. Petkovska

marija_vasi@yahoo.com

Extended board member

Ivana Lazeska

nikolovska_ivana@yahoo.com

Extended board member

Narcisa Blazevska

narcisa_b@hotmail.com

Extended board member

Emilija Paunkoska

emka77@yahoo.com

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2. Inserted pictures:

<http://www.pngall.com/butterfly>

