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English Language Teachers' Association of Macedonia



# ELTAM NEWSLETTER

Spring Edition 2016

## **PRESIDENT'S NOTE**



Dear Friends,

I would like to greet you in this new season and new issue dedicated to spring. These past several months have been very productive for our association. In this spirit, we are continuing the tradition this year as well. I must not forget to mention all the hard work done in the previous period. ELTAM organized a couple of successful face to face teacher trainings and announced a series of online seminars as well. We managed to present Dr. Patsala and Mr. Dikaivos from The University of Sheffield International Faculty, CITY College in Thessaloniki to the Macedonian English teachers. Many colleagues from other Macedonian towns managed to attend just for that occasion. The event was held in TCC Plaza in Skopje. I am sure you are eager to participate in another event of this type in the future. Hence, I can assure you that there will be more events of this type.

The seminar was followed by another interesting event, held in the premises of the American University in Skopje, entitled "Metacognition and the Reading Process". The attendees followed the seminar presented by Vera Sotirovska, a reading specialist, and MA Zoran Radicheski.

Ahead of us is another busy period. We have started preparing our 9<sup>th</sup> Conference, which should be held in late October this year. We must not forget the General Assembly, on 12<sup>th</sup> March 2016 in the Ss. Cyril and Methodius primary school in Skopje. On this occasion, I would like to invite all our members to partake in the Assembly. As you know, the upcoming elections are approaching, so our task is to elect new colleagues for the vacant positions on our Executive Board. Dear colleagues, I am inviting you here to attend our General Assembly and give your vote. I am more than glad to point out that the ELTAM board has been extended lately and we warmly accepted our colleagues as Extended Board Members. We have new energy and creativity in the team! So, dear friends welcome!

Last but not least, ELTAM Competitions were held. Congratulations to all the excellent English students, winners of the competition and their mentors for their hard work, preparation and encouragement! A huge thanks to our dear sponsors (UASC, Ars Lamina, Express Publishing and Pearson Longman) who helped us in organizing and completing the competitions. Furthermore, the 2016 ELTAM Competitions are currently on their way. We have announced a call for test makers, national coordinators are continuously being informed, and all the ELTAM board members are busy as bees. Thus, we expect this year to have another successful round of accredited and nationally accepted competitions.

Once again, to all of you, thank you for your support and for your participation in the ELTAM's events. Have a great spring!

Best regards,  
Elizabeta Hristovska

**EDITOR'S NOTE**

Dear Colleagues,

Here we are again after a several month break. This time our rosy coloured newsletter resonates spring, the season of rebirth and revival associated with lush flora. Spring is the season of rainy March, Japanese cherry blossomed April and already hot May. Let the spring scents capture and energise you.

On this occasion, I would like to invite and encourage **you** dear friends and colleagues to participate in our ELTAM newsletter with your Articles, contributions, texts, **your** Students' works, a Secret Teacher's critique, etc.

As a newsletter Editor, first of all I would like to introduce the novelty that I have been planning to carry out together with you – *A Book Review Section*. Feel free to send your reviews, comments, ideas and suggestions, personal experience (negative also counts) on any Coursebook, Student's Book, Workbook, Set Book, Grammar or Vocabulary Book or just ordinary English Language Book. This might be useful for many teachers who are either baffled or hesitating which book to use in their teaching.

In this issue you will find the usual *Viewpoints*, an interesting project carried out by the students from the school St. Kliment Ohridski from Bitola on *Bullying*. Their teacher Snezana Georgiveska was more than eager to share it with us. The standard *Students' Corner* is here, as well as the *Practical Tidbits*, which I think will be more than useful since holidays and special occasions are coming. Within this section we have included a short tribute to William Shakespeare in order to mark the 400<sup>th</sup> anniversary of the Bard's death.

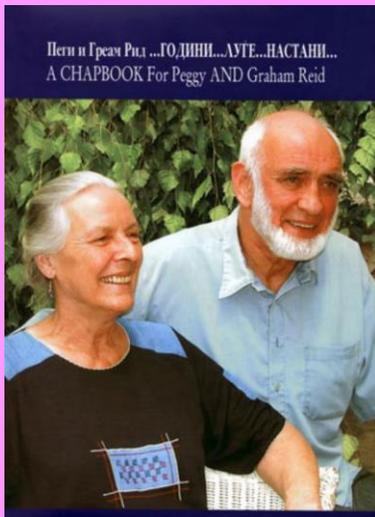
Once again I would like to express my gratitude to everyone who participated in the making of this issue, especially to my dear guests in the interviews – MA Kate Mulvey and my dear university Professor, Mrs. Ekaterina Babamova.

I do hope that this issue will be a nice spring reading for all of you, again. ☺

Read on!

Best wishes,  
Marija Dzonova

## Special Letter of Appreciation



How unfortunate it is to write two consecutive letters of appreciation to two dear departed people, two superb English lecturers and role models in teaching and translating. In the previous issue we expressed our grief and loss we were all unexpectedly struck by, when Professor Graham Reid passed away. This time, we are writing to our dear Margaret or Peggy as she was called.

Mrs. Margaret Reid was an outstanding university lecturer, translator and author. She did her job passionately and devotedly. Back in my student days, Mrs. Margaret, or Peggy, taught me *Writing* two years in a row. *Writing* is both challenging and demanding. Not only because of its essence and curriculum, yet sometimes it can cause some negative side-effects such as tedium and monotony. And it is inevitably time consuming. Having this in mind, teaching *Writing* has never been an easy task to do. However, Peggy excelled in her job. No matter how tiresome some units and lessons seemed, she insisted on her thoroughness and principles. She injected energy, passion and motivated us to perfect our writing skills. Even now, I feel nervous whether my piece of writing has met Mrs. Reid's expectations and norms. I always do that when I write something or when I teach my students *Writing*.

The Reids became part of the "Blaze Koneski" Faculty of Philology in the 1960s, along with other exceptional English language philologists and established one of best modern English Language and Literature Studies programme – the Department of English Language and Literature. This Department has always produced highly qualified English teaching and translating staff.

It is hard to quote all of Peggy's accomplishments in a paragraph or two. Let us not forget that she was an exceptional translator as well. Among her awards we highlight: Honorary Member of the Macedonian Translators Association (MATA) and Doctor Honoris Causa at the Ss. Cyril and Methodius University in Skopje.

Regrettably, future English students will be deprived of Peggy and Graham's high quality teaching. By losing the Reids we have lost not just eminent English linguists, but dear and warmhearted people who were in love with Macedonia, its culture and traditions.

Dear Mrs. Reid, I would like to express highest gratitude of the behalf of ELTAM and of my behalf for educating us, impacting and shaping the way we teach the English language today.

Marija Dzonova

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## CPD via teacher research: Jumping on the bandwagon with style

**Elena Ončevska Ager, UKIM**

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There has been a lot of hype lately about continuous professional development (CPD) both in the country and abroad, which is understandable: educational institutions increasingly become aware of the importance of their staff being up-to-date and competitive on the market. It is also in the teachers' best interest to develop, because being successful in the workplace is, for many, a source of personal as well as professional satisfaction. Admittedly, few ELT professionals would object to the notion of CPD per se. What I have found teachers objecting to, instead, is how CPD is understood and carried out in their specific teaching contexts. In this article I will attempt to make some general and a specific suggestion for moving forward, CPD-wise.

To prevent frustration in teachers, CPD seems to be best carried out by offering a wide range of professionally developmental avenues for teachers to choose from. It is true that some (possibly most) teachers choose to develop professionally by attending conferences and organising events in their schools, however it is also true that many choose to develop professionally via alternative, often less "visible" routes: reading and/or writing blogs, discussions with students, parents and/or colleagues, joining online discussion forums, observing and/or being observed, mentoring student teachers - the list goes on. To this list I would like to add teacher research as an extensively written about (though I suspect, in Macedonia, underused) professional development tool. Investigating my own practice has proved enlightening for me, too: I have found that looking into aspects of my own teaching practice helps me shift perspective and re-connect with my teaching.

In this article I will focus on two dominant approaches to teachers researching their own practice: action research and exploratory practice. Action research typically stems from a burning issue in the classroom which teachers seek to address. It refers to teachers trying out a new approach, task, etc. in their classrooms, observing its effects and reflecting on how their approach can be improved in the future (Burns, 2010). Exploratory practice, on the other hand, insists on spending more time understanding the classroom issue at hand by involving all participants in the teaching-learning process (students, too!) before attempting to solve the issue (Allwright & Hanks, 2009). Both types of teacher research provide opportunities for teachers to distance themselves from their own teaching in order to reflect on it and/or critically evaluate it. Also, teacher research does not necessarily have to be neither a lonely nor an overly academic experience. Teachers can, indeed, work together on planning and/or conducting classroom research. Research findings also need not be presented in a dry, distancing academic language – for instance, I recently produced a research story to capture a small investigation I undertook in my classroom. There certainly is room for collaboration and genre creativity – in other words, there's room for fun.

Working with a number of teachers who are visibly passionate about what they do (mostly by observing their classes with my student teachers), I have come to realise that despite the many institutional disincentives to their development, many remain devoted to their jobs and have a genuine need to develop in meaningful ways. They have inspired me to think about how this teacher enthusiasm can be channelled more effectively for professionally developmental purposes. My specific suggestion is to create a community of such enthused and at the same time curious teachers who work in any context (primary, secondary or tertiary, state or private) and who feel they could benefit from belonging to an online teacher research group for inspiration and advice. I believe that such a community can provide ideas about what classroom aspects to research, how to go about researching them, how to present teachers' research stories, etc. This proposed enterprise might well lead to the first-ever Macedonia-based teacher

research conference, with teachers sharing their research journeys and reflecting on the impact such journeys had on their professional development.

If you believe you fit the above description, i.e. you are enthusiastic to learn more about your teaching and/or your students' learning by researching your contexts in fun ways, then by all means, do get in touch!

### References:

Allwright, D., & Hanks, J. (2009). *The Developing Language Learner: An introduction to Exploratory Practice*. Basingstoke: Palgrave Macmillan.

Burns, A. (2010). Doing action research – what's in it for teachers and institutions? *IJ Journal of Education and Development*. 29.



**Elena Onchevska Ager, PhD** is a Senior EFL educator at Ss. Cyril and Methodius University (UKIM). She is currently teaching Modern English and Academic Writing to second- and third-year undergraduate students. Mrs. Onchevska-Ager is also an EFL instructor and has taught Italian. MA in TESOL, at the University of Leeds in the UK.

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13<sup>th</sup> ELTA Serbia Conference ***“A Taste of 21<sup>st</sup> Century Teaching”***

Singidunum University, Belgrade in May 15-16, 2015

by Kristina Laova

*“Teaching English in the 21<sup>st</sup> century is not only dynamic but changeable as well. In order to be able to keep up with the challenges of the fast-paced world around them, teachers must constantly learn and relearn what they need to know. As ELT professionals, they are innovators, mentors, motivators, entrepreneurs, illuminators and catalysts. This can be daunting yet exciting at the same time. How do you manage to overcome those challenges and encompass all the knowledge and skills together in order to meet the needs of your learners? Is there a perfect recipe?”*<sup>1</sup>

A myriad of recipes were presented at the 13<sup>th</sup> ELTA Serbia Conference ***“A Taste of 21<sup>st</sup> Century Teaching”*** at Singidunum University, Belgrade in May 15-16, 2015. It was a gloomy, rainy day on the 15<sup>th</sup> May when I arrived in Belgrade and headed straight to the University of Singidunum. However, there was completely different atmosphere on the premises. It was buzzing with keen, passionate and motivated teachers who came to either hear or add more ingredients to the ESL teaching recipe, originating from the Balkans and beyond, such as Hungary, England, The Czech Republic, Poland, the USA etc.

Eight plenary talks and more than fifty workshops, presentations and talks provided interesting material in various teaching areas. Deborah Haeley discussed intelligent use of technology in the classroom and provided convenient and useful websites. Pedro Moura talked about finding our ways as teachers amid virtual forest, Hugh Deller discussed about a Dogme approach to course books. The power of the image was plenary given by Paul Dummett. Biljana Radić-Bojanić discussed opening digital literacies in the

<sup>1</sup>“A Taste of 21<sup>st</sup> Century Teaching” brochure, ELTA Serbia

English language classroom in Serbia, while Rakesh Bhanot shared his teaching experience in his 42-year-long teaching practice. Personally, I found Rob Dean's talk the most inspiring one regarding common beliefs in ELT methodology and discussed whether it is a convention wisdom or complete madness. His presentation was sufficiently attention-grabbing, and he has definitely mastered his presentation skills. Pleasing to the ear, educational and motivating, it surely was a presentation to remember.

What is more, I came across a few Macedonian ESL teachers - ELTAM representatives as well, a an ESL teacher who has lived in Budapest for the last 20 years and I grew fond of a host teacher named Bojana Cuk (see photo), who teaches English to children with disabilities and gave me unique and useful teaching tips.

My workshop "*To Correct or not to Correct – That's the ESL Question*" fitted quite well in the main theme. I discussed the ways in which we react to students' speaking errors and how often we hear the little voice inside our head telling us to immediately correct what has just been said. The questions regarding when, what, how, why, and how much to correct are an everlasting dilemma when it comes to coping with errors which are caused by a multitude of factors. This workshop was aimed at eliciting and discussing the types of oral corrective feedback used by ESL teachers dealing with students at all ages. We explored both verbal and non-verbal reaction to errors being aware of the effect we have on every individual learner which is why we have to employ various strategies. After all, to most teachers it is the most frustrating task since it has more potential for subjectivity and uncertainty how to react.

A group of young English learners rounded up the conference with a play set in ancient Roman times, an absolutely fantastic parody of Napoleon and his royal life.

I stayed one more day in Belgrade so that I could have the time to go sightseeing, feel the same spirit this city has, which is very close to ours. Radiating satisfaction and content, I did not really care any longer if the weather was sunny.



*Kristina Laova is currently an English teacher in 'Vasil Glavinov' primary school in Skopje, she has been teaching for four years. Her Special interest in multisensory teaching, error correction and cognitive linguistics.*

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## **Conference Report from 24th BETA- IATEFL Annual International Conference and Pre-Conference Event 6th-7th June 2015 Sofia, Bulgaria by Valentina Kikerkova**

The 24-th conference was hosted by the University of National and World Economy in Sofia. The delegates had the opportunity to meet and discuss challenges or exchange innovative and useful practices in the modern facilities of the university surrounded by a magnificent park on the outskirts of the beautiful Vitosha Mountain. There was still snow on the mountain in June, so it made great view sun and snow. English teachers and lecturers as well as educational experts from Bulgaria, Greece, Poland, Serbia, Macedonia, the Czech Republic, the United Kingdom, the USA and Hungary took part in the event. Opening Ceremony was made by Zivka Ilieva, BETA President and Albena Stefanova, BETA Secretary. The FIPLV Award was given to Sylvia Velikova by Terry Lamb for her contribution in the ELT world at the opening ceremony.

Opening plenary was given by Terry Lamb, University of Sheffield, UK, which spoke about the importance of Multilingualism in the modern world.

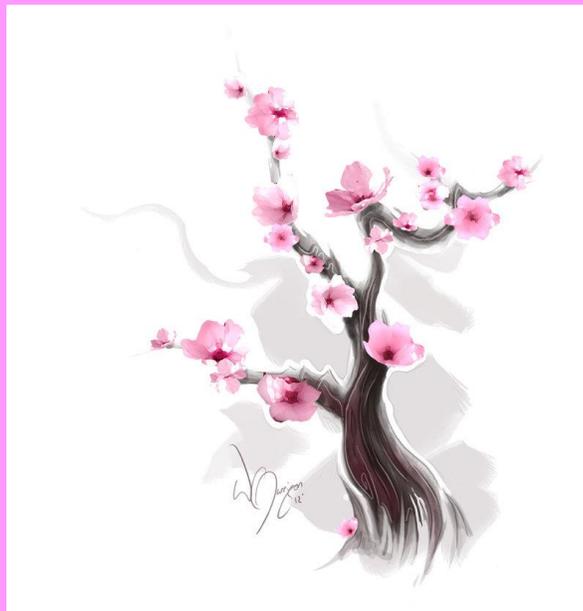
The conference days offered a host of plenaries, presentations and workshops and an exhibition of educational materials. The plenary and featured sessions were delivered by internationally famous experts and inspiring speakers including Lilia Savova (Indiana University of Pennsylvania), Virginia Evans (Express Publishing), Paul Davis (Pilgrims, UK), Desmond Thomas (University of Essex, UK), Anna Parisi (SEETA Community), Zarina Markova (South West University, Blagoevgrad, Bulgaria), Maggie Sokolik, University of California, Berkeley, USA and Christopher Holmes, British Council, UK.

Saturday evening was the evening of the Welcome reception and the raffle. The participants could make friends, taste delicious Bulgarian dishes and quality wine and dance. The Sunday schedule included presentations and workshops in the morning and a trip to Boyana Church in the afternoon. It started with promotional presentations and at the end of the morning session the host organized a raffle, presented the certificates of attendance and closed the

conference. This was another successful conference for me and a great experience. It was nice to see my colleagues from Poland Marta Bujakowska and Anna Parisi from SEETA Community.

*Valentina Kikerkova - Primary school English teacher at St. Kliment Ohridski in Skopje. Valentina has been engaged as ELTAM's Membership Secretary and she is an ELTAM Board Member.*

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**49<sup>th</sup> IATEFL Conference**  
**April 11-14, 2015**  
**Manchester, United Kingdom**  
**by Aleksandra Popovski Golubovikj**

As the representative of ELTAM I was once again given a chance to attend the Associates' Day at the 49<sup>th</sup> IATEFL International Conference.

IATEFL organized a special dinner for all TA representatives that took place on April 9. During the evening we had a chance to hear from Carol Read, IATEFL President at the time, George Pickering and David Crystal, IATEFL Patron. The dinner was organized to give the representatives a less formal opportunity to network and socialize. I had a chance to talk to representatives from several countries and also some IATEFL Trustees.



David Crystal, IATEFL Patron at the Associates' Dinner, April 9, 2015

The Associates' Day was held on April 10 and it started with a short introduction from Les Kirkham, Associates' Coordinator at that time followed by Carol Read and then Marjorie Rosenberg, the current IATEFL President who took over from Carol at IATEFL 2015. We also had a chance to listen to George Pickering who presented the new leadership scheme that IATEFL wants to introduce in the near future. They

want to create a pool of leaders who will one day over running of IATEFL and also their relevant associations.

Dr. Mark Griffiths talked about Assessment in the 21<sup>st</sup> century and David Crystal gave an interesting talk on accents and RP. I did not fall asleep although accents and stress are not my two favourite language topics. I guess it was Mr. Crystal's wonderful way of grabbing your attention by telling real-life stories connected to English language because not many linguists can talk about English, its rules, accents and stress without making you either leave the room or doze off. In the words of Mr. Crystal, after telling us details about the research a group of linguists did on how the Queen's accent has changed over the years, "Linguists are sad people" (Crystal, 2015).



The rest of the conference was filled with great presentations, excellent plenary speakers and social events. I was invited to do a Pecha Kucha presentation and I accepted. The event was very successful and it was a lot of fun for the audience and the presenters. There were 8 presenters (including me) that presented their ideas on the topic of *We Care, We Share* in 20 slides and 20 second for each slide. This was one of the scariest and at the same time best experiences of my professional life, standing in front of over 100 delegates from all over the world trying to express myself in 6.6 minutes.



Finally, I must point out that the last plenary given by Harry Kuchah, *ELT in difficult circumstances: Challenges, possibilities and future directions*, was an eye-opening talk. It gave a very clear picture of the difficulties English language teachers face in Cameroon, in over-crowded classes with hundreds of students. Next time when we complain about having 20-40 students in our class, let's think first about classes in countries such as Cameroon, in villages where people do not have electricity, internet or any of the luxuries we take for granted.

IATEFL's 50<sup>th</sup> Conference is taking place from April 13 to April 16 in Birmingham and it will be one of the most important events in ELT world in 2016. I hope ELTAM will get support and will be able to send a representative to Birmingham.

*Aleksandra Popovski-Golubovikj is the General Secretary of ELTAM and is the school director and teacher at the Private Language School "Elite" in Struga.*

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## QUICK INTERVIEW 1: Kate Mulvey, MA



*Kate Mulvey has been teaching ESL/EFL for seven years and has close to 20 years of education experience. She has experience teaching in early education through university levels. Kate has worked on curriculum development in English as a Second Language, early childhood education, global warming, and teaching English through the arts. She possesses a BA in Humanities, an MA in Human Rights and Social Justice, and a CELTA. Kate has taught English as a Second Language in the United States, South Korea, Israel, Saudi Arabia, Ireland, and Kosovo. Kate was until last year the English Language Fellow at the University of Pristina and American Corner Pristina in Kosovo. When not teaching, Kate also enjoys cooking, hiking, camping, and reading.*

**1. Dear Kate, the American Corner is an important organization in the region.**

**What is the feeling of being part of it?**

I love being a part of the American Corner! From helping people select books, to teaching classes and helping with book buying suggestion, it has all been a great experience. At American Corner Pristina we are fortunate to have over 30 student volunteers, and one of my favorite parts of working there has been seeing them grow from being timid and only taking my direction to getting involved and creating their own projects. I would encourage other American Corners to get volunteers involved in program planning too.

**2. You have also been engaged as an English language fellow at the University of Pristina. I must point that both your jobs demand a lot of effort, strength, energy,**

**dedication and responsibility, of course. So, Kate, can you tell us more on what your working week is like, all the obligations, tasks and duties?**

Sure. No two weeks are ever quite the same, but they have all been interesting. I have taught a variety of courses for the University of Pristina while an ELF. Some of these include English for Academic Purposes, Materials Production, American Short Story, The Crime Novel, and Introduction to Teaching and Learning. For many of the courses, I have also helped with curriculum development and materials selection. It has been quite fun to see a course grow from an idea to a full semester plan. Usually I teach one or two days a week at the university and two days at the American Corner. It varies from semester to semester. I reserve one day a week for lesson planning and grading.

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

To be honest, I'm not entirely sure. I always wanted to teach, but it wasn't really clear to me that ELT was my calling for my first several years of teaching. I started out teaching young learners. I taught preschool and kindergarten readiness for about ten years. I taught in one program that had several children who were non-native English speakers. I was fascinated by their journey of language discovery and I think it started then. After that I moved overseas to teach ELT and continued to love seeing my students develop language skills. I went on to get my CELTA certificate and make a career of ELT. Though it took me a while to arrive at teaching ELT, I really enjoy it.

**4. I couldn't stop noticing that you used to work as an independent consultant for Lindt Chocolate. A rather unusual working position for English teachers, isn't it?**

**☺ Could you tell us a bit more about this? Do you sometimes miss working for Lindt?**

My mother has always been very good at working with chocolate. Growing up we often had home-made candies on holidays instead of store bought. She painted intricate details on chocolate bunnies and ducks for Easter, for example. From my mother, I picked up the love of working with chocolate and other foods, so it didn't seem odd to me. Working for Lindt was a side job that I did while teaching at the same time. I enjoyed it because it was a very relaxed atmosphere and fun as well as extra income. I do miss the free chocolate! We got a lot of incentives based on sales and it was fun to both introduce the product to others with those samples as well as eat them myself. When I worked with Lindt, the maintenance crew at our apartment always knew they could get a free sample when they came over, so stuff got fixed quickly.

**5. Kate, your rich CV shows that you have also worked in Saudi Arabia. What is their standpoint of ESL? How eager are students there to learn English?**

I only worked there for a short time, but from my experience I can say that most of my students were very eager. Most university courses, no matter the degree field, are taught in English so it is essential for students to learn the language. The program I taught in was called a preparatory year program. This is a mandatory year of just English courses that students take before enrolling in regular university courses. If they are not successful in this program, they cannot enroll in their chosen degree courses. Of course, like everywhere, there were some students who were more eager than others. But, I had some really great students and I enjoyed working with them.

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

There are a few that come to mind. As I mentioned in my talk when I was in Macedonia, I took special classes for slow readers when I was in primary school. I will always

remember my sixth grade teacher for advocating to move me out of that program and into the regular reading classes. He is the teacher that really inspired me to improve my reading skills. Then in high school, I had two English teachers who were also my speech coaches. They solidified my love of English and always encouraged me to read, write, and teach. Were it not for those three teachers, I would probably not be a teacher today. Or, at the very least, I would not be the type of teacher I am. I can still remember all of their classes as being so interesting and really motivating students to learn. When I decided to become a teacher, I knew that I wanted to show my students the same love of teaching and learning that they showed me.

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

My students always keep me inspired! It's so great to see them grow and learn. There are a few moments that I remember that made me think, "Yes, this is where I'm supposed to be". When teaching young learners, I had a student who struggled a lot with ADHD. But, he would come up with the most beautiful ideas and showed so much love of learning, despite his difficulties, that he was really inspirational. At five years old, he wanted to do something to end homelessness. He was just precious and I'll always remember students like that. Additionally, I try to look around me when teaching to see if there is something missing - the building, in my lessons, in the curriculum. If I find something that can be improved, I try to use that as inspiration to do better for my students and provide them with a better learning environment.

**8. 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?**

I try to network a lot with other teachers and professionals. Many of my friends are also teachers and I enjoy hearing how their classes are going as well as sharing funny moments and ideas. I attend conferences frequently and try to learn from other teachers too. Additionally, I love to read. I find a cup of coffee and a good book goes a long way toward rejuvenating me. Now that it's spring, I love sitting on my balcony with a cup of coffee, a good book, and looking out over the city.

9. **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?**

When technology first became so widely available, I was quite hesitant about having it in my classroom. I didn't know how to deal with all of the items that were available and tended to just stick with the white board or chalk board and text books. Now that I'm more familiar with technology, I see that it has a lot of great classroom uses. I can download a short film and show it in class; I can ask my students to put an electronic dictionary on their phones to use in class; and I can have international sessions with teachers from around the world. Mostly, I find technology to be a huge help to my teaching. The one thing that I do find negative is that students often text in class or even answer their phones! Also, I think that although the electronic dictionary is a great resource, it can also impede learning. Sometimes my students grab their phones to look up a word instead of trying to get the meaning from the context. Usually, I don't allow them to use their dictionary until after they've tried to get the meaning on their own. I think technology is great, but yes, it is possible to become too dependent on it.

**10. Dear Kate, thank you so much for your time and for being part of the ELTAM Newsletter issue. Is there anything you would like to add for this June issue? Any recommendation to English teachers in Macedonia maybe?**

My biggest recommendation is to take advantage of all of the opportunities that come your way. There are so many workshops and conferences in our region and they provide a lot of ideas as well as networking opportunities. Also, remember that you have a wealth of knowledge and talent within your own organization. Keep up the great work there and continue to be supportive of each other. You all work so well together and have a lot to offer both your students and each other.



## QUICK INTERVIEW 2: Ekaterina Babamova, PhD

*Prof. Ekaterina Babamova, PhD is a highly prolific English language teacher, translator, teacher instructor and linguist. Having published numerous works, books, articles, translations, over a hundred publications in professional journals, literary studies as articles in magazines, Prof. Babamova retired in 2014 leaving a highly productive career behind. The list of her accomplishments is quite long, but we must not forget to mention: PhD in Linguistics, full time University Professor, Language teaching Advisor, author of English-Macedonian dictionary, ECML project participant and engaged in implementation of the European Language Portfolio, translator of prose and poetry from English to Macedonian and vice versa (major translations: Vanity Fair by W. Thackeray, The Portrait of a Lady by H. James, The 42<sup>nd</sup> Parallel by J. Dos Passos, Cal by B. MacLavery etc. Awards: Golden Pen for the translation of the 42<sup>nd</sup> Parallel, organizer and participant in many workshops, conferences and seminars, Fulbright scholar and IVP participant in the professional upgrading in the USA. Mrs. Babamova's special interests include music and arts.*



- 1. Dear Professor Babamova, 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. The latter is also regarded as a highly esteemed institution. What is the feeling of being part of them all?**

During my 42+ years long career I have had ample opportunities to observe or participate in programs and activities of various universities and language departments in Europe and the United States. Via the Fulbright grant, IVP program, British Council, DAAD, ECML TEMPUS and other projects, I have become familiar with the study programs in the major language departments and universities. Therefore, without false modesty, I am proud to say that the Department of English Language and Literature at the Faculty of Philology, Ss Cyril and Methodius University, deserves the reputation and the high ranking it has achieved in the process of both the external and the self-evaluation. The faculty is highly professional and the students are motivated

and hardworking. Being part of it all makes me professionally and personally fulfilled, happy and hopeful that I have contributed to the reputation of our Department by wholeheartedly implementing my expertise in my everyday work.

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

My love for languages, for reading and writing, my natural curiosity in meeting different cultures and places, were my motifs for enrolling at the Faculty of Philology. Just after graduation (1972), I became part of the experimental program of teaching EFL to young learners via the Direct Method. L1 was forbidden in the classroom, which presented a great challenge for me as a novice teacher. Struggling to make myself understood by my first-graders, I brought all sorts of teaching tools and creative activities to the classroom: toys, picture-books, my guitar etc. The classroom became a learning playground which created a firm bond between my students and me. I soon realized that I had become addicted to this beautiful, irreplaceable feeling of sharing and caring, and that TEFL is exactly what I want to do in my life. Since then, I have taught students from six to sixty (literally). From this perspective I can say that my initial motifs were all met, blended in the calling of a FL teacher.

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

The question is difficult to answer, even if I narrow myself to the University studies. In my answer to the first question I have already emphasized the professionalism of the faculty members at the English department. How can I single out one person, when I have had professors like Velko Siljanoski, with his keen sense of humor and his profound competence in the field of Phonology, Vladimir Cvetkovski, with his passion for art and history, Svetozar Brkic, with his noble expression and his mild voice which removed the fear even of the most nervous students. Still, perhaps the highlight of my university days is our British lector, later Professor Honoris Causa, Graham W. Reid. Why? To use a term from tourism, his classes were “all inclusive”. He didn’t just teach English. He incorporated his wide knowledge of art, music, literature, folklore, history and the relevant issues of the actual period, thus motivating the students to participate in all the activities and discussions. He involved us in extra-curricular activities, such as shows and concerts, reading and translating works from Macedonian literature (poetry and fiction). He actually paved the foundations of literary translation in Macedonia. He taught us to appreciate the variety of world languages and cultures, at the same time showing deep respect for our own. It seemed that we were acquiring the

English language as a by-product of all the other activities. His devotion to his work, to his students, his contribution to our culture in general gave him a special place in the hearts of every student who has been part of his classes. He truly became a role-model for me and for the many generations of students who were lucky to have him as a teacher.

4. **Dear Professor Babamova, we are more than honoured to have you in our Newsletter, to share your opinion, and speak about your prolific experience. Not many people have such rich working experience like yours: PhD in Linguistics, translator, author of numerous publications, studies, textbooks and dictionaries, organizer of workshops, President of MASE, member of several organisations and societies. We can only admire your professional profile and all your work you have been doing in the field of ELT. Since learning never seems to cease, is there anything that you would like to recommend to NQT and even to experienced teachers?**

You have already indicated the answer in your question: “learning never seems to cease”. My experience (practice and research) has taught me to question everything and keep an open mind to new discoveries. Based on the ever-changing learning theories resulting from the new findings about the cognitive and affective aspects of the brain, teaching methods have been modified through the years. I would suggest to every teacher, NQT or experienced, to never stop being a learner, to keep an open mind to novelty, but not to accept them blindly as a dogma, because they, too, might change. Rather learn and experiment, try out if they work for your classroom, for your students. Very important: learn to LISTEN to your students.

5. **Although retired now, what was/is your everyday motivation in your job? How did/do you get inspired?**

I have been formally retired for nine months (one academic year) now. Yet, it doesn't feel so. Mentoring graduate students, being contacted for advice or simply for a chat by my former students and colleagues, being involved professionally in various

projects, translating and writing, all these are still part of my daily routine. The motivation comes from within. Having a job that you love is inspiration in itself, a motivational drive to overcome challenges when they appear. It might sound like a cliché, but a great deal of inspiration comes from my students. The synergy in the interactive classroom, the emotional response you get as a devoted teacher, is something you can hardly observe in any other profession.

- 6. 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?**

You are raising a very important question. No matter how inspired a teacher is, teaching is an extremely exhausting job which requires mastery of a wide range of skills and competences. Finding the right balance, knowing when to take a break and refresh your energy is truly important. Probably this is something one learns through experience, by learning about one’s own limitations. I remember a title of a book, “Recipes for Jaded Teachers”. Probably we need to make our own “recipe book”. Teachers who overload themselves tend to overload their students too, which, in the long run, has a negative effect on everyone. Therefore, applying relaxation techniques in the right moment is beneficial for all the participants in the process. What I have been doing is change of pace, change of routine, and some of the techniques offered by the Suggestopaedia method.

- 7. 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?**

Too much technology vs. b-c-b lessons in a teacher-centered classroom are the two extremes of the pendulum. In principle, I do not believe that subscribing to any

extreme is beneficial for the learners. Laptops, tablets, e-books, can be extremely useful, especially when students work on their own, out of class. I believe that class-time can be spent much more efficiently for developing the communicative skills, for spoken interaction, debates, games, etc., depending on the age, level and the specific interests of the group. Since we are discussing EFL (not ESL) situation, students have scarce – if any – opportunities to engage in spontaneous interactions in the target language out of class. It would seem that too much technology does little to help them develop these skills.

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?**

Thank you for asking such relevant questions. I would only emphasize that teaching is about learning: give space to your students and employ techniques which lead to teacher-independent learning. Appreciate and stimulate the cognitive power of your students and avoid explaining everything. Students learn better when they are involved, rather than by listening to elaborate teacher-talk. The reason I feel compelled to say this is the reality I observe in many classrooms: overzealous teachers keep explaining, students' short-term memory gets exhausted thus affecting their attention span, and everyone ends up being frustrated.

Finally, I wish to thank ELTAM for everything they are doing to stimulate life-long learning and professional upgrading of the EFL teachers and of education in general.



## STUDENTS' CORNER

### A Story

One upon a time there was a lonely cyclops.

He was walking alone leaving the night club.

Why am I so lonely? Why can't I fit in?

Is it them or is it really me?

He went on the street with tears in his eyes,

And suddenly he smelled baking pies.

He turned around and saw an open door.

"Come inside", a bean said. 'We have place for some more!'

He met some beans, a dog and a rat,

And one really friendly cat.

The cyclops smiled, the tears were gone.

He felt loved and strong,

Like he could break a bone.

He wanted to stay but it was late night

So he kissed them all and said goodbye.

He went on the street, happy with his attitude,

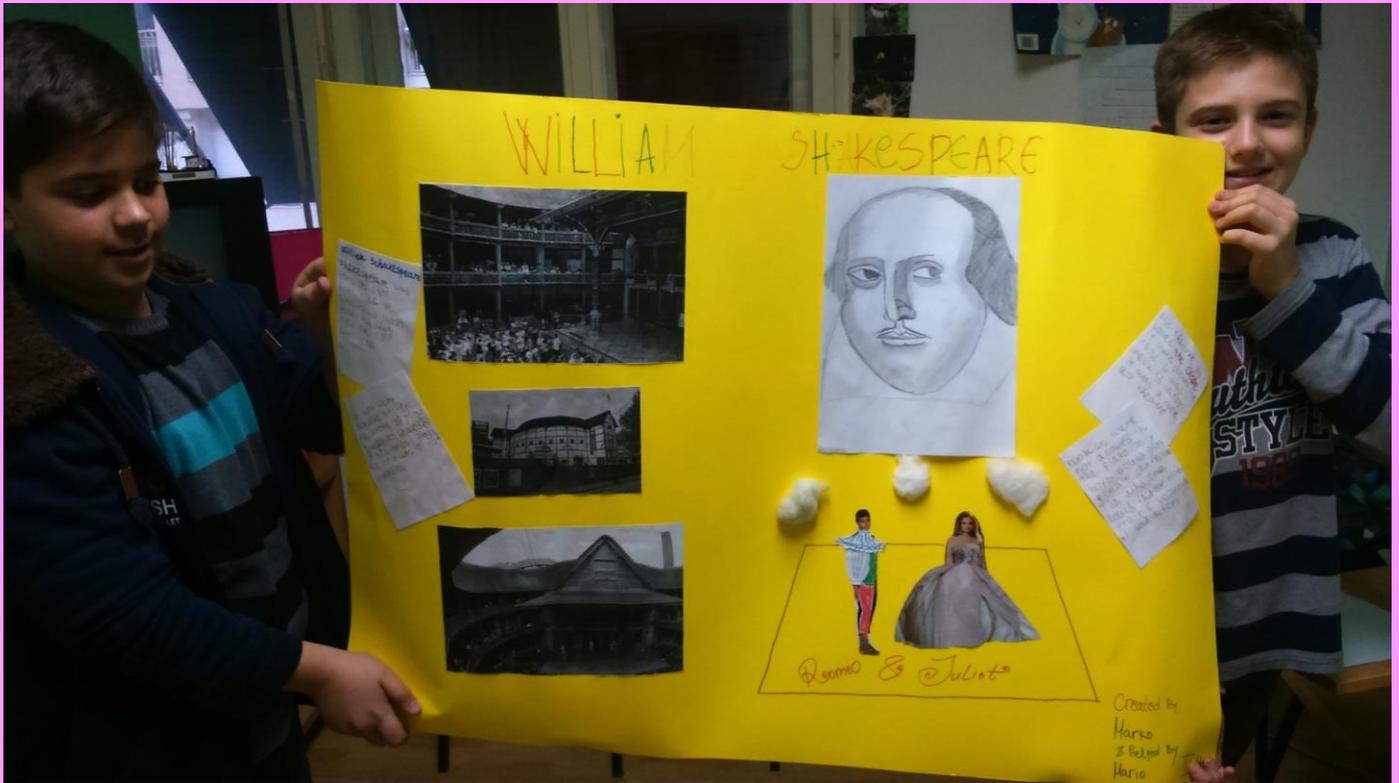
With a smile on his face,

And a heart full of gratitude.



Elena Karamachoska  
Stefan Kjushkoski  
Private Language School *ELITE*, Struga

Project work:



"The Globe", Marko Kajtazi and Mario Angelovski, Q Language School

## My opinion on differences - North and South Korea following a lesson on North and South Korea and a class discussion

North and South Korea have always had their differences; some of them were so big that they led to war. Due to the hostilities, war began in 1950 between the two neighbouring countries. The consequences were large, "millions of people were dead and the living returned

to their original boundaries". Not only did many people lose their lives as collateral damage but also poverty soon struck.

South Korea managed to rise above that but North Korea became poorer than ever. A countless number of people starved to death and the whole world thought that the country would fall apart. But to their surprise, "not only did they survive, they managed to build a nuclear arsenal during this time".

The war between these two countries is still going on but the ceasefire was introduced. I personally think that nothing was solved by this war, only a great number of people lost their lives for nothing.

Two of the most intriguing countries in the world, who also happen to share half of their names, are actually at war right now. North and South Korea used to be one country but due to some differences they fell apart. These two countries were raised by the world's most leading powers, the United States and the Soviet Union. The US is a capitalist country while the Soviet Union claims to be communist.

Before the ceasefire, South Korea lost a lot of territories to North Korea but with the help of the United States, they managed to push the North Koreans back to the Chinese border. The Chinese fought back. After they saw how many people lost their lives, they decided to put a stop to the combat but that doesn't mean that the war ended. It is still going on to this day.

Both North and South Korea were faced with a lot of obstacles and struggles after the fighting stopped but they managed to pull through. South Korea is currently one of the wealthiest countries in the world, I couldn't say the same for North Korea though. Nobody knows what is really going on in there but if they have survived so far, I have a feeling they'll last for a while.

Even though North and South Koreans have grown to be different, they come from the same place. But these two countries couldn't be more unlike, and they've made it clear by

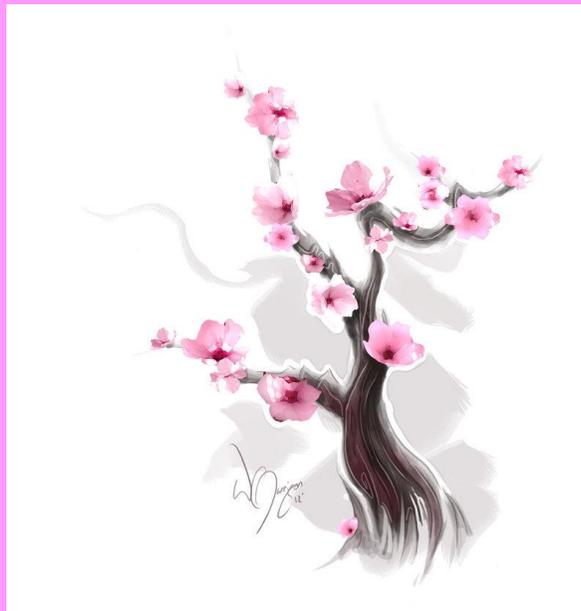
having the most militarized border in the world between them. Everyone must be wondering how they can be so contrasting yet they used to be one unified nation.

First of all, North Korea is a small, poverty-stricken and isolated country, while South Korea is one of the fastest growing economy and developing country in the world, backed by the world's number one leading power, the United States. While the South is civilized and progressive, the North is conservative, corrupt and suffering from famine.

Moreover, the two Koreas never call themselves the names we do either, their official names are the Democratic People's Republic of Korea (the North) and the Republic of Korea (the South). South Korea has twice the population than North Korea even though the North is larger.

All in all, these two countries may be like night and day, but there is still hope that one day they will be brought together again.

Ljubena Angelovska, 16, Q Language School



## PRACTICAL ACTIVITIES & TIDBITS

### Spring 2016 DIY Activities

by Marija Dzonova

In this *Spring 2016* issue we didn't forget about some of the tidbits and practical ideas that appear to be quite useful to you dear teachers. I have included here several illustrated activities, links, suggested tips&ideas, one PowerPoint presentation, a short comic video and one Easter worksheet. Enjoy using them and teaching!

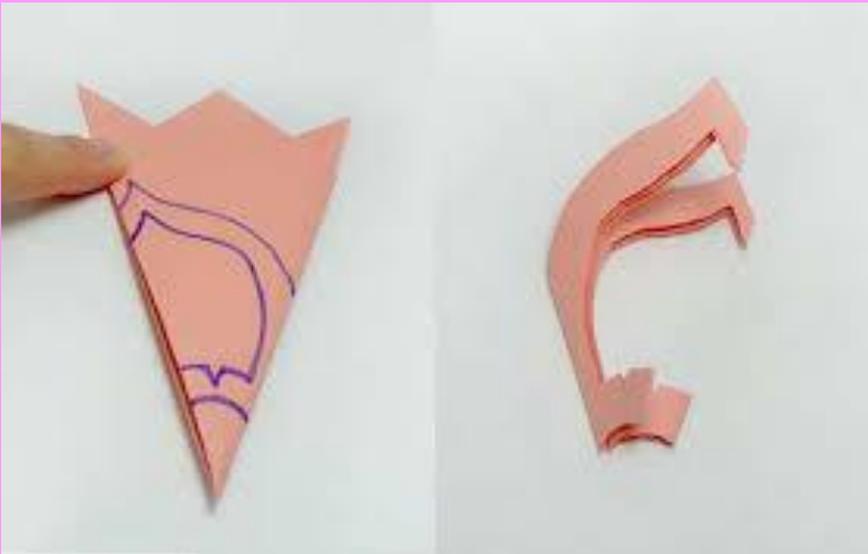
Since **8<sup>th</sup> March** is knocking at the door, I was motivated to surf the internet and find quite interesting and helpful ideas. We all know that teachers are quite busy preparing on a daily basis, so I have prepared a short list of interesting thing to try with your students.



Teach your students to creatively show their beloved female person (mom, grandma, teacher, auntie, cousin...) how much they mean to them. Craft and write a different card this year. Not the usual soulless download-and-print template.



Personalised Mother's Day card



Make a paper Sakura (Japanese cherry blossom)



Paper cupcake holder used like umbrella

Ideas plus:

[www.krokotak.com](http://www.krokotak.com) is always here!

<http://www.dltk-holidays.com/mom/worksheets.htm>

You can create your own cryptogram: <http://www.kidzone.ws/puzzles/cryptogram/choose-crypto.asp?CryptoType=160&Theme=Mother%27s%20Day>

Or have a more creative approach by using films, worksheets with correcting mistakes, and of course, the reading and comprehension are indispensable. So, visit:

<http://busyteacher.org/classroom-activities-vocabulary/holidays-and-celebrations/mothers-day-worksheets/>

Quite interesting puzzles can be found here: <http://blog.melissaanddoug.com/2014/09/24/printable-puzzles/>

**Easter** is celebrated from 29<sup>th</sup> April to 02<sup>nd</sup> May this year. Below is a list of sites which can help express your creativity:



Easter eggs wrapped in colourful paper napkins





Do you keep the yellow boxes from the Kinder Eggs? You can easily decorate them and transform them into cute Minions



Ideas plus:

Worksheets can be printed here: <http://www.dltk-holidays.com/easter/>

<http://www.education.com/worksheets/easter/>

A PPT presentation which contains Easter flashcards:

<http://www.mes-english.com/flashcards/files/ppt/easter.ppt>

This site offers us a whole set of Bunnyland jumb game with cards:

[http://www.mes-english.com/flashcards/files/bunnyland\\_jump.pdf](http://www.mes-english.com/flashcards/files/bunnyland_jump.pdf)

[http://www.mes-english.com/flashcards/files/bunnyland\\_jump\\_cards.pdf](http://www.mes-english.com/flashcards/files/bunnyland_jump_cards.pdf)

More Easter crafts and ideas:

<https://www.pinterest.com/explore/easy-easter-crafts/>

<http://www.coffeeandvanilla.com/easter-crafts-pompom-chicks-bunnies/>

<http://coloringgamesxd.tk/tag/12-easter-craft-ideas-for-kids>

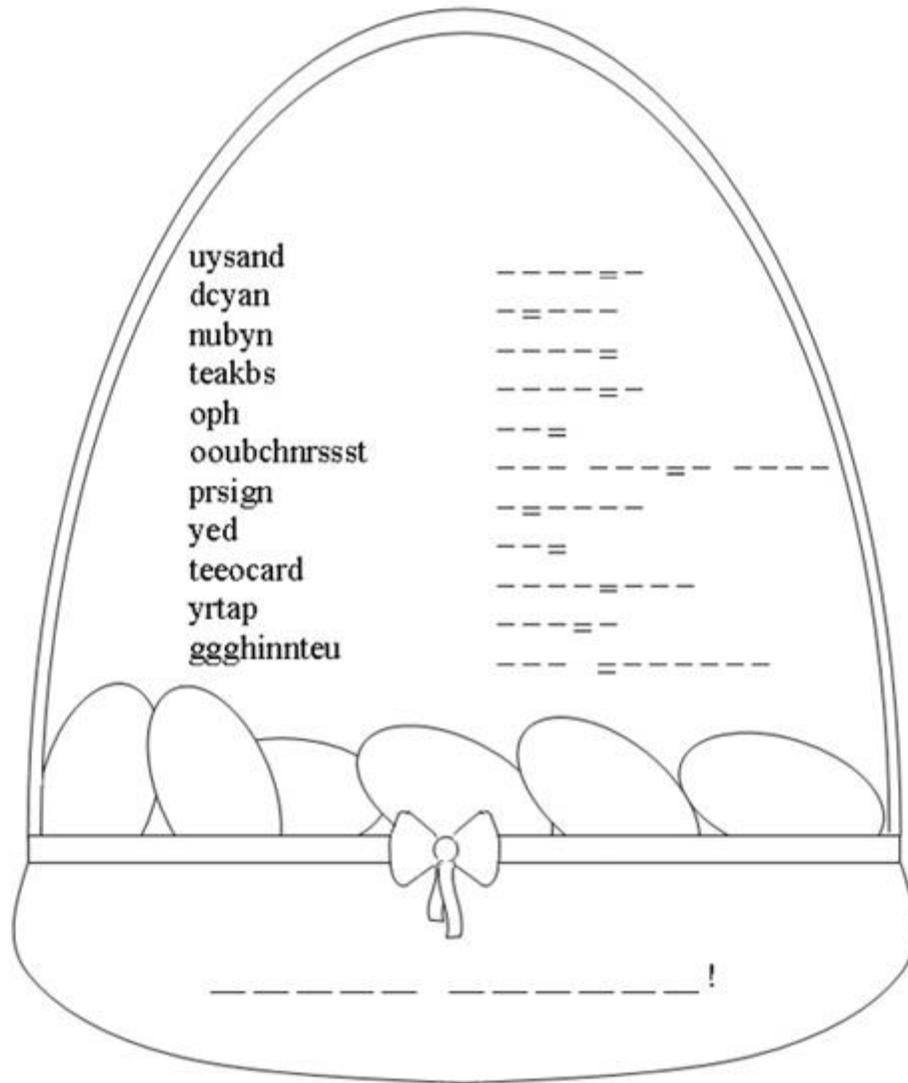
<http://coloringpagesxd.cf/tag/easter-arts-and-crafts>

<https://www.pinterest.com/jerriemiller/easter-ideas/>



# Easter Jumble

Unscramble the Easter words and write them on the blanks. Then rearrange the underlined letters to discover the message on the basket.



## Tribute to Shakespeare

"Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date:  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimm'd;  
And every fair from fair sometime declines,  
By chance, or nature's changing course, untrimm'd;  
But thy eternal summer shall not fade  
Nor lose possession of that fair thou ow'st;  
Nor shall Death brag thou wander'st in his shade,  
When in eternal lines to time thou grow'st;  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee."



Thus spoke William Shakespeare more than 400 years ago, who has ever since impassioned and exhilarated thousands of theatre goers, readers, English literature lovers, poets, writers, translators, English students. Actually, it turns out that everybody who decided to work with the English language or literature loves Shakespeare. His works remain invaluable source of inspiration, infinite well for drama teachers, literature professors, his verse is still unpaired for poetry lovers. Linguists are still astonished by his talent of creating new vocabulary. Shakespeare's Globe Theatre has long been regarded as the temple of English drama.

This 2016 the world decided to pay him due respect by marking the 400<sup>th</sup> anniversary of his death. Countless institutions, schools, education institutes, theatres etc. have already prepared quality programmes to mark the Bard's 400-year-absence. April was understandably chosen for this occasion. Hence, if you have a desire to teach your students something about this great Englishman of literature, below is a list of links full of lesson plans, handouts, printable material, creative ideas, videos and many interesting suggestions for a Shakespeare-based lesson:

If you are teaching more advanced students, this video could be a great warmer or inserter:

<https://www.youtube.com/watch?v=BMkuUADWWZA>



The British Council, especially the page Teaching English offers a myriad of ideas and already made lesson plans on Shakespeare's sonnets, life, works, his language, even his insults and his vocabulary innovations. The Teaching Guardian platform's offer is not limited either:



<http://www.teachingenglish.org.uk/article/shakespeares-language>

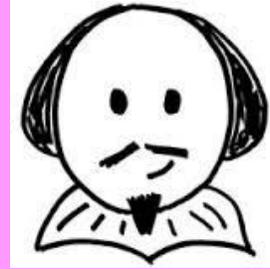
<http://www.theguardian.com/teacher-network/teacher-blog/2013/apr/24/shakespeare-lesson-ideas-teaching-insults>

<http://www.pbs.org/shakespeare/educators/language/>

<http://www.pbs.org/shakespeare/educators/performance/lessonplan.html>

<http://www.henry4school.fr/Literature/shakespeare/lp.htm>

<https://www.britishcouncil.org/voices-magazine/how-make-shakespeare-easy-english-language-learners>



<https://www.teachingenglish.org.uk/article/shakespeares-idioms-lesson-1>

[http://shakespeare.about.com/od/teachingshakespeare/tp/Shakespeare Lesson Plans.htm](http://shakespeare.about.com/od/teachingshakespeare/tp/Shakespeare_Lesson_Plans.htm)

<https://www.tes.com/teaching-resource/introductory-lesson-to-shakespeare-kinaesthetic-6086212>

<https://www.teachingenglish.org.uk/teaching-teens/uk-culture>

<http://www.brighthubeducation.com/high-school-english-lessons/24134-teaching-sonnets-lesson-plan-and-tips/>

<https://www.youngwriters.co.uk/lesson-shakespearean-sonnet>

<http://www.webenglishteacher.com/shakesonnets.html>

**As our dear Bard used to say: Come anon, thou shall enjoyest teaching!**



*Marija Dzonova is the ELTAM Newsletter Editor, YLT SIG Coordinator of ELTAM, Director and English Teacher at the private language school “Q Language School” in Skopje.*

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## TEACHERS' FORUM

### **Secret Teacher: we are too quick to label children who aren't perfect**

“You don't want to be in 4J, you'll get dyslexia.”

This has been the standing joke in our staffroom for years, owing to the teacher's over-zealous approach to diagnosing any child not brilliant at reading as “dyslexic”. She's a great teacher who is passionate about children and who gets good results (which could be why she needs to find a reason for anyone not making the grade under her watchful eye). However she is a labeller – one of the many idealistic adults who can't bear to believe a child is less than perfect unless it's because there's something wrong with him or her that's nobody's fault.

The range of options available to the discerning child-labeller is growing: social issue, learning difficulty, behavioural need, obsessive tendency, food intolerance or – my all-time favourite – being “on the spectrum”. As a teacher I find this immensely frustrating for a number of reasons. First, the diagnosis is often performed by someone with no skills, qualifications or expertise – a well-meaning colleague, an over-concerned parent, a kindly friend. The only requisite is that they have access to the internet or have seen a TV programme about the condition in question. Second, it is upsetting and insulting to people who battle with genuine problems that others casually assign themselves and – most of all – because we as teachers are increasingly forced to pander to them.

I am an experienced class teacher and special educational needs co-ordinator (Senco). I have a real passion for helping children with additional needs. I don't profess to know everything and I constantly worry something may go unnoticed and a child won't get the help required. In that respect I certainly don't object to parents or professionals who raise concerns, research conditions, investigate options or seek professional opinions. But it's not fair to those who genuinely struggle for others to use the label to disguise other issues.

Last term a parent informed me that their child had attention deficit hyperactivity disorder (ADHD), reading a list from Google of the “symptoms”. It was difficult to

persuade the parent to consider other possibilities. “Difficulty paying attention”, “hyperactive” and “impulsive” could at times describe most of the children in my school, yet I sincerely doubt they all have ADHD. But try to find a way to suggest a child is in need of attention, has a high-sugar diet or suffers from a lack of boundaries and you suddenly realise how much more appealing ADHD is. It can be nigh on impossible as a teacher to resolve these (often more obvious) issues until you’ve expended a great deal of time and effort ruling out the sought-after diagnosis.

Dyslexia is another favourite. When Professor Julian Elliott challenged the “dyslexia myth” in 2005, there was uproar. Waves of dyslexia-believers took their stance against his blasphemy, and it became more fashionable than ever before. At parents’ evenings, if I mention that any child is struggling to read or spell I know dyslexia will crop up. I’ve heard all sorts of reasoning (usually unrelated to assessing the child’s abilities and needs): “It runs in the family”, “our neighbour had it and he said Harry’s definitely got it”, “I’ve always thought her father was dyslexic” and, of course, “I’ve looked it up online and it’s definitely what he’s got”. I want a conversation about specific areas of concern and ways we can help, not dyslexia. Of course it may be dyslexia – let’s not rule that out – but by jumping to conclusions we could overlook other possible causes and deprive the child of more holistic support.

Food problems are another minefield and one that, as educators not medics, we have no sway in. I’ve experienced the agony of parents whose children have been hospitalised with near-fatal allergies or ravaged with cruel diseases like Crohn’s and coeliac. These experiences make it harder to swallow the fact that Jemima “can’t have bananas because they make her feel sick” or Alfie “can’t eat anything red unless it’s ketchup”. Last time I checked, it’s not possible to be allergic to a colour and yes, Alfie might be “on the spectrum” with his aversion to red foods, but I know Alfie, and I highly doubt it. Currently, our school kitchen caters for more than 30 “special diets”. Two of them are for religious reasons and five for medical, but the rest (in my unprofessional and totally controversial opinion) are dubious. Incidentally, I’m not convinced every child who gets short of breath after cross-country needs an inhaler, either, but we have a cupboard full just in case.

If everyone spent less time fretting about the many ways in which our children aren’t perfect and perceiving their natural variations as a defect in need of special treatment, our jobs would be much easier. The more we pander to it, the worse it seems to get: my

school's list of children's individual needs gets longer every term, and we now have a slot in the weekly staff meeting to help us keep abreast of them all. Of course we need to enable all children to succeed, but part of that is teaching them to embrace their differences and adapt to different situations. We should teach them that it's normal to be different, not that every version of "different" needs a label and prescription. Adults must model this attitude, otherwise children make up their own allergies because they think it sounds cool and, before you know it, the whole class is allergic to something or other.

For now, though, we have no choice. Suspect as some labels may appear, it generally does less harm to play out the charade – however indulgent it may feel – and provide the special coloured paper, the stress-ball or the alternative school lunch on a coloured plate, than it is to challenge the assumption and be wrong.

Source: Guardian Teaching,

[http://www.theguardian.com/teacher-network/2015/jun/20/secret-teacher-too-quick-label-children-arent-perfect-adhd-dyslexia?CMP=share\\_btn\\_tw](http://www.theguardian.com/teacher-network/2015/jun/20/secret-teacher-too-quick-label-children-arent-perfect-adhd-dyslexia?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. Feel free to join in!



## **Bullying and You: Ways to Prevent it, and Why It Happens**

**by Snezana Georgievska and her students from the St. Kliment Ohridski Primary School in Bitola**

Bullying can be freely defined as constant physical and/or mental molesting of others. It is repeated, or can be repeated, over time. Both those who are the target of bullies and the bullies themselves may sustain serious, lasting physical and psychological damage. The main part that makes a bully powerful is their real or perceived power imbalance; they use physical strength, blackmail and/or popularity to control and harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Another defining characteristic of bullying is that it can happen more than once. It includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose, which is why it is so dangerous to the victim's long-term self-esteem.

One way to stop bullying is to take steps to prevent bullying from starting. Some ways to prevent bullying is through providing a bully policy, consequences for bullies, and educating potential victims of bullying. With a carefully written and precise bullying definition in place, there is a need to follow up with appropriate and fair consequences when bullying occurs, whoever the perpetrator and victims are. Victims must know that they will get a fair hearing in order to be persuaded to come forward. Bullies must not be perceived as immune because of longevity or position. If bullies are already present in the school, the victims need to know that they can talk about it with their teachers without being afraid of the bullying getting worse. The teacher can give comfort, support, and advice, even if they cannot solve the problem directly. Perception of bullying has changed over time, and while a bullying policy can touch organizations such as schools, it is harder to reach families. People who come from families in which bullying was the norms have been exposed to behavior models that are not considered acceptable today. These people, whether teachers or students, may need explicit models of how to act on thoughts and feelings that could lead to bullying and/or they may need greater assistance to learn new behavior patterns and break old models, such as counseling, rather than simply punishment. Within the home, parents can prevent bullying both by modeling alternative behaviors as well as explicitly pointing out behaviors that fall into the category of bullying and differentiating ways of acting and sharing behaviors that are acceptable within a family - in which people often know more about each other's characteristics, faults and failings.

You can also help the potential victims by rallying up your fellow classmates and telling them about bullying. Urge them to help kids who are being bullied by showing kindness or getting help. In all, remember that bullying is a huge problem that can lead up to great consequences. As such, I ask you to avoid anyone that you find abusive, and not to abuse anyone else.

Thank you for your time, and I wish you all a wonderful rest of your night.



This poster was prepared by the students and their teacher as part of a project which also included a questionnaire on Bullying answered by their peers

*Snezana Georgievska – Primary school teacher in St. Kliment Ohridski, Bitola. Local ELTAM Coordinator*



## ELTAM ACTIVITIES

- ✓ **Vacant positions on the ELTAM Executive Board were announced:**  
**Please vote for our nominees for the new ELTAM's board at the Annual Assembly:**  
**<http://www.eltam.org.mk/news/view/64>**

- ✓ **New members on the Executive Board (Extended Board Members):**

**As ELTAM membership and number of activities have increased in the last few years, we feel the need to include new members on the Executive Board. After having applied for the vacant positions and having reviewed the applications provided, the ELTAM Board members on an internal meeting reached the decision to include several colleagues on the Executive Board, as extended board members. Their names will be officially announced at the General Assembly.**

- ✓ **ELTAM COMPETITIONS being currently organized, in terms of test preparation, coordination and informing our local and national coordinators**

- ✓ **Professional development:**

**On 30<sup>th</sup> October 2015 the seminar “Metacognition and the Reading Process” was held in the premises of the American College in Skopje. The seminar was supported by our friends and partners – the American College from Skopje**

**Presenters:**

**Vera Sotirovska, Reading Specialist  
and Zoran Radicheski, MA**

- ✓ **ELTAM announced an open call for test makers:**

**1 test maker for local, regional and state primary school competitions - 5th grade**

**1 test maker for local, regional and state primary school competitions - 9th grade**

**1 test maker for local, regional and state secondary school competitions (2nd year for state secondary schools and 3rd year for private secondary schools)**

**The test makers will be officially appointed at ELTAM's annual assembly in March.**



- ✓ Webinar courses were announced – online webinars “*Shaping the Way We Teach English*”
- ✓ Seminar “*How to Achieve Excellence in the Foreign Language Classroom*” was organized on 4<sup>th</sup> May 2015 at the TCC Grand Plaza Hotel

**Presenters:**

**Dr. Paschalia Patsala,**

Head of English Studies Department Lecturer in English Language and Linguistics the University of Sheffield International Faculty, CITY College

Honorary Research Fellow of the University of Sheffield, School of English

**and Mr. Gregory Dikaios,**

Director of Student Recruitment

Dr. Paschalia Patsala emphasised on various thematic areas of great interest to Teachers of Foreign Languages. Among the main topics to be presented and discussed through an interactive manner are:

- Classroom Management
- Learning and Teaching Technologies in the Foreign Language Classroom
- Enhancing Learners' Autonomy
- Paving the Way to Students' Employability: From Homework to Actual Work

During this 4-hour seminar, a great number of classroom scenarios were presented and discussed, focusing mainly on foreign language classes comprising of young adult learners. The presenter also suggested and exemplified a wide range of strategies and initiatives through which foreign language teachers can maximize students' active engagement and performance. The purpose of this Seminar was to identify any potential

**points of concern, and welcome participants' input about their approach to Teaching a Foreign Language. Also, additional material on practical ideas and tools was disseminated to participants. Certificates of Attendance were awarded to all seminar participants.**



Our ELTAM President, Elizabeta Hristovska Icheva with the presenters Dr. Paschalia Patsala and Mr. Gregory Dikaos



**List of ELTAM Competitions winners:****State competitions 2015****Primary Schools****V grade:**

1<sup>st</sup> place: Tome Jolevski, St. Kliment Ohridski, Bitola, mentor: Snezana Gjeorgievska

2<sup>nd</sup> place: Mila Dimitrovska, Mirche Acev, Skopje, mentor: Suzana Popovska

3<sup>rd</sup> place: Andrej Davitkov, Ss. Cyril and Methodius, Kochani, mentor: Nadica Petrova

<http://www.eltam.org.mk/filemanager/natprevari%202015/drzaven%20V%20odd%202015.pdf>

**IX grade:**

1<sup>st</sup> place: Kalina Dimitrovska, Vlado Tasevski Skopje, mentor: Angelina Kostova

2<sup>nd</sup> place: Metodi Rechanoski, Tosho Arsov, Stip, mentor: Mijalche Stavrev

Neda Dimitrova, Kocho Racin, Skopje, mentor: Katerina Muzelova

Dragana Gjorgjieva, Strasho Pindzur, Negotino, mentor: Marija Stojkova

3<sup>rd</sup> place: Dushko Dvojakovski, Dedo Iljo Maleshevski, Berovo, mentor: Slavica Chavdarska

Mersiha Fezjikj, Kiril I Metodij, Skopje, mentor: Elizabeta Vladimirova

<http://www.eltam.org.mk/filemanager/drzaven%20IX%20odd.pdf>

**Secondary Schools****II year:**

1<sup>st</sup> place: Edi Frckovski, Rade Jovchevski Korchagin, Skopje, mentor: Leonora Katalinikj

Martin Gjurevski, Josip Broz Tito, Skopje, mentor: Maja Serafimovska

2<sup>nd</sup> place: Katerina Korkutoska, Ibrahim Temo, Struga, mentor: Ivana Gucheska

3<sup>rd</sup> place: Viktor Vidovski, Nikola Karev, Skopje, mentor: Bojana Krajnovikj Petrovska

<http://www.eltam.org.mk/filemanager/natprevari%202015/drzaven%20II%20god%202015.pdf>

**III year bilingual and private schools:**

1<sup>st</sup> place: Vesna Dejanovska, Jahja Kelam College, Skopje, mentor: Mila Dimovska

2<sup>nd</sup> place: Teodora Vinse Zdraveska, Orce Nikolov, Skopje, mentor: Vesna Stefanovska

3<sup>rd</sup> place: Marija Basheska, Josip Broz Tito, Skopje, mentor: Gordiana Gjorgova

<http://www.eltam.org.mk/filemanager/natprevari%202015/drzaven%20III%20god%202015.pdf>



ELTAM President, Elizabeta Hristovska Icheva announcing the ELTAM Competitions open



Our National Coordinator for Primary Schools Competitions, Miroslava Pavlova Anevskaa



ELTAM Competitions in Strumica

**Special thanks to our sponsors who selflessly helped the organization of the competitions. First of all, special thanks to the American College in Skopje, for being a partner sponsor and a dear host of our competitions. Another huge thanks to the primary and secondary schools hosts. Our competitions wouldn't have been successful without the sponsorship in books, dictionaries and readers generously provided by our dear sponsors:**

- **Ars Lamina**
- **Express Publishing**
- **Pearson Longman**



Our National Coordinator for Secondary Schools Competitions, Gordiana Gjorgova stating the rules of the competitions



Dear colleagues, secondary school teachers-mentors who helped organizing and carrying out the competitions

- ✓ **Photos sent to us by the Peace Corps, National Essay Contest Ceremony, held in March 2015 at the USA Embassy in Skopje, Macedonia. The results were published in the previous issue, but as we announced then - we were still waiting for the photos. We will post the results and photos from this year's Essay Competition in our next issue.**



With the USA Ambassador, Jess Baily

## CALENDAR OF EVENTS

- ✓ **Annual Assembly** - To be held on 12<sup>th</sup> March

Please vote for our nominees for the new ELTAM's board at the Annual Assembly:  
<http://www.eltam.org.mk/news/view/64>

Nominees for the new ELTAM's positions:

Position	Candidate
President	Aleksandra Popovski Golubovikj Miroslava Pavlova Anevka
General Secretary	Marija Dzonova Gordiana Gjorgova Elizabeta Hristovska Icheva
National Coordinator for Primary School Competitions	Ljubica Ruzinska Miroslava Pavlova Anevka
National Coordinator for Secondary School Competitions	Jovanka Jovanchevska-Milenskoska Gordiana Gjorgova Gordiana Gjorgova
Treasurer	Aleksandra Popovski Golubovikj
Membership Secretary	Valentina Kikerkova

- ✓ **9<sup>th</sup> ELTAM Conference** will be held in October 2016. We would be more than pleased if you could join us. All details will be published in the next issue.
- ✓ **Deadline for the next newsletter issue:** all your articles, contributions, students' works, tips and ideas should be sent by **10<sup>th</sup> May 2016.**

## FOR PROSPECTIVE CONTRIBUTORS

From now on, the ELTAM Newsletter will be published four times a year (December, March, June and September) in an electronic version. The deadline for contributions for the next issue is **10<sup>th</sup> May 2016**.

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**: [dzonova@hotmail.com](mailto: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](http://www.eltam.org.mk)**Facebook profile:** ELTAM Teachers, <https://www.facebook.com/pages/Eltam/419137048118635>**ELTAM Board:**

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### 3. Margaret Reid:

[www.telegraf.mk](http://www.telegraf.mk)