



# 12TH ELTAM MK INTERNATIONAL CONFERENCE

**EXPLORING  
AND SHARING  
THE ART OF  
TEACHING**

STRUGA, 8-9 October, 2022





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# THE STORY BEHIND ELTAM MK



**ELTAM MK brings together and assists EFL professionals in their efforts to ensure excellence in English language teaching.**

ELTAM MK is a nongovernmental, non-profit association of teachers of English as a foreign language in the Republic of North Macedonia, affiliated to IATEFL (International Association of Teachers of English as a Foreign Language) and TESOL International (Teachers of English to Speakers of Other Languages). It was founded in 1999.

ELTAM MK provides a forum which unites ELT professionals from across the Republic of North Macedonia engaged in teaching, studying and conveying research on the English language and literature in a methodological context. Its primary goal is to encourage mutual support and make opportunities available for professional development of its members, with the view of improving English language instruction in the country and raising the level of English language learning and acquisition across a broad spectrum of Macedonian professionals, working in different institutions and at various levels.

## OUR VISION

- To foster cooperation and exchange of ideas among English language professionals in the country;
- To raise professional awareness of EFL teachers;
- To promote permanent self-development in order to meet higher standards in the TEFL profession;
- To disseminate best ELT practices;
- To provide access to information, expertise and materials connected to TEFL;
- To develop a regional, national and international network of professionals;
- To create an awareness of shared human values.



# PRESIDENT'S NOTE



## **MIROSLAVA PAVLOVA-ANEVSKA**

Dear teachers,

We are so happy to have this opportunity to welcome you to our 12th International ELTAM MK Biannual Conference! It's been a while since we enjoyed the company of ELT professionals and we are delighted to be able to host you in person after a long pause.

In the last 2 years we, teachers, had to go through many changes, innovations, modifications, variations and transformations. We had to adjust, adapt, explore, learn and create. We faced numerous challenges and difficulties, but also countless new learning opportunities. The last two years took us out of our comfort zone, "disturbed the comfortable", but we worked hard and found ways to "comfort the disturbed"(Cesar A. Cruz). (T.Seburn). We accepted the circumstances and used all our creative energy to rise above the "gatekeepers hindering our success" (A.Popovski). We embraced all the changes and became the driving force, helping society move forward even in the hardest of times, even when everything was put to a halt. This probably made us feel a little tired, so we believe we are entitled to a "Zest vaccine" (G.Kokolas) and some space "to assess our own work and get some feedback without lowering our motivation" (M. Davou).

Our four plenary speakers and over 30 presenters are going to help us recap, reflect on lessons learnt, select the best of practices and share them with our fellow colleagues. Our faithful supporters and sponsors will be here to give you an update and make you happy with all the new editions of their publications. We hope you can catch up with your colleagues and have a few laughs over the "bad" conference coffee and our party on Saturday will help you remember the good old times when we mingled, made bonds, friendships and networks. But most of all, we hope you get energized and return to your students even more enthusiastic and motivated, ready to face new challenges and grasp new opportunities.

Enjoy!

Miroslava Pavlova-Anevska  
ELTAM MK President

# Executive board members



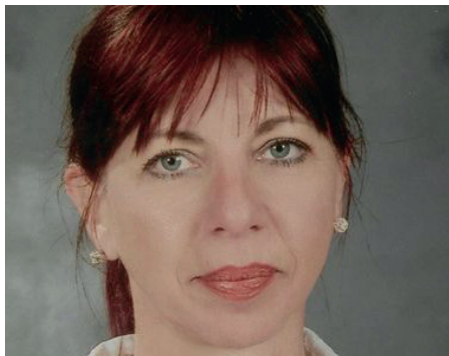
Emilija Paunkovska- General Secretary



Marija Dzonova – Publications Coordinator



Biljana Temelkova – Webmaster



Narcisa Blazevska – National Coordinator for Primary School Competitions



Marija Petkovska – National Coordinator for Secondary School Competitions

## COURSE OF ACTION

- Organizing and coordinating professional training for ELTs;
- Organizing professional conferences, seminars, workshops and lectures;
- Providing information about the latest developments in ELT;
- Creating opportunities for its members to attend conferences abroad and to participate in seminars, workshops and other professional gatherings;
- Establishing cooperation with IATEFL and the TAs from the region;
- Promoting research in ELT;
- Supporting and creating opportunities for participation in projects on national and international level;
- Organizing regional and state competitions in ELT for primary and secondary schools;
- Encouraging establishment of SIGs (Special Interest Groups);
- Cooperating with educational and pedagogical institutions from the country and abroad.

## 12TH ELTAM MK INTERNATIONAL CONFERENCE

### CONFERENCE SPONSORS

SPONSORING IS AN ACT OF GIVING IN A DIFFERENT FASHION. IT PERHAPS DOES NOT SERVE A DIFFERENT PURPOSE, THANK YOU FOR CHOOSING US AS YOUR CANDIDATE FOR GIVING SPONSORSHIP.

### PLATINUM SPONSOR



# Express Publishing

Express Publishing was established in 1988 with the purpose of raising the standards of English language teaching. Ever since, we have produced a wide variety of innovative teaching materials, including course books, grammar books, exam materials, supplementary readers and the express digibooks platform, one of the first lms platforms in the elt market to be gamified. With a variety of books supported by digital products (iebooks, iwB software and cross-platform digital applications), we have been meeting the needs of students and teachers alike for all these years. Since 1988, the birth of today's globally operating company, we have released more than 3500 titles of educational material, sold in over 100 countries. Our partnerships with publishers and distributors across the globe have made us one of the leading ELT publishers in the world and associated our name with innovative strength, as well as social commitment.

# CONFERENCE SPONSORS

## GOLD SPONSOR

THANK YOU FOR TAKING OUT TIME IN UNDERSTANDING OUR PURPOSE AND BEING ABLE TO DECIDE TO SPONSOR US AS THIS PARTNERSHIP WILL CERTAINLY BEAR FRUITS OF SUCCESS



# CAMBRIDGE

Ars Lamina is a broad-based publisher with main strengths in producing educational materials, professional and scholarly literature, as well as fiction and children's literature and magazines.

Founded in 2005 as a repro-studio with a mission to move the printing standards to a higher level, today it is one of the largest and most important publishers in the country, with than 500 different titles published in the field of the academic and scientific literature.

Ars Lamina is also a proud representative/distributor of Cambridge University Press & Assessment, the oldest university press in the world founded in 1534. It is a company dedicated to qualifications, assessments, academic publications based on original research from language specialists all around the world and rich sources of data such as the Cambridge English Corpus and the Cambridge Life Competencies Framework to ensure that the produced content improves teaching and learning for everyone, with best possible results.

# CONFERENCE SPONSORS

## PLATINUM SPONSOR

YOUR SPONSORSHIP IN MANY WAYS HAS BROUGHT A HUGE AMOUNT OF HELP TO OUR CAUSE AND WE ARE HERE TO SEND OUR GRATITUDE TO YOU, THANK YOU.



Hamilton house is now one of the fastest growing ELT companies in the business. Our books are being used in many private language schools and state government schools around the world. At Hamilton House, we are well aware that teaching English is a difficult and demanding task and that teachers require innovative, high quality resources to inspire their students. The editorial and writing staff at hamilton house come with many years of teaching experience around the world. Drawing on this experience and comments made by many teachers over the years, we have created a wide range of materials that will motivate and help your students learn English.

The company "Akademska Kniga" was founded in 2008. The main activity of the company is the sale of foreign professional literature from world-renowned publishing houses and world-renowned university presses. At the moment "Akademska Kniga" is supplied with more than 50,000 different titles and with the most favorable prices in the region.

The specialized company for the sale of foreign professional literature "Akademska Kniga" cooperates with and works for the needs of: business educational centers, test preparation centers, foreign language schools, libraries, state and private universities, to which it offers special models of cooperation, primary and secondary schools, diplomatic schools, diplomatic missions, European institutions and funds for the development of education, etc.

# OUR PLENARY SPEAKERS



George Kokolas has been working as the Academic Director and Teacher Trainer for Express Publishing for the last 22 years.

He is a certified LEVEL 5 TEFL.

He is also a certified Advanced Neurolanguage Coach®, practising Neurolanguage Coaching® professionally. He holds a Level 5 Diploma in Positive Psychology, trying to merge ELT into it through different mindsets and activities. He also holds a BA in English Literature and he is the co-host and producer of the internationally successful podcast Teachers' Coffee. Since 2020 he has been the Senior Editor/columnist for the Neuro Language Collective Magazine. He has delivered lectures, presentations and demo lessons in 89 countries.



# OUR PLENARY SPEAKERS



Maria is a school owner, teacher, teacher trainer and researcher. She has a BA in Philosophy, Cambridge DELTA, an MA in TESOL, St Michael's College, Vermont, and has studied for a PhD in Applied Linguistics at Lancaster University, UK. She is now completing her Doctorate degree in Athens, Greece. She held an ESRC research award. She has more than twenty-five years' experience in teaching, teacher training and syllabus design in Greece, the UK and the US. She is a language school owner in Athens, promoting alternative and experiential models of teaching. She is an international trainer and academic consultant for publishing companies, private schools and Ministries of Education. She is an adjunct professor for the Hellenic American University (HAEC), where she teaches TESOL Management and for the MA in Creative Writing at the University of Western Macedonia.

# OUR PLENARY SPEAKERS



Aleksandra Popovski is a teacher and teacher trainer. She holds an MA in Professional Development for Language Education, University of Chichester, UK. Her interests include visual arts in language teaching, reading comprehension strategies, and original readers. She is particularly interested in reading as a tool for exploring and discussing issues such as social (in)justice, diversity and inclusion with learners of English. Aleksandra is also passionate about 'no single stories', i.e. writing stories about countries, cultures, and communities that are usually excluded from published ELT materials. She is the current Vice President of IATEFL.



# OUR PLENARY SPEAKERS



Tyson Seburn (MA EdTech & TESOL, University of Manchester) is an EMI Lecturer in and Assistant Academic Director of an EAP foundation year at the University of Toronto and tutor on Oxford TEFL Barcelona's Trinity DipTESOL course. For a dozen years, he has extensively volunteered on local and international teacher association committees (TESL Toronto as president, IATEFL Teacher Development Special Interest Group as Coordinator). Now, he increasingly does freelance writing and consulting. His personal and professional experiences have led him to be particularly interested in Queer and racialised experiences in ELT, and thus ways to change practices and materials as a result ("I make mistakes; I acknowledge them; I modify. I aim to create opportunity for stronger diversity and help others do so"). Through his website 4CinELT (fourc.ca) and on social media (@seburnt), he discusses critical and inclusive pedagogies with a growing community of teachers, writers, and other consultants. He's written two very different books regarding English language teaching, of both he's equally proud: Academic Reading Circles (2015) and How to Write Inclusive Materials (2021).

12th ELTAM MK INTERNATIONAL BIENNIAL CONFERENCE  
**Exploring and Sharing the Art of Teaching**  
 8-9 October 2022, Hotel DRIM, Struga, Republic of North Macedonia  
**CONFERENCE PROGRAMME**

SATURDAY 8 October 2022				
9.00– 10.15	Registration			
10.15 – 10:30 <b>Opening ceremony</b>	Room A <b>Miroslava Pavlova-Anevska</b> , ELTAM President			
10.30 – 11.30 <b>Plenary talk</b>	Room A <b>George Kokolas - The Zest Vaccine</b>			
11.30 – 12.00	<b>Coffee break</b>			
12:00 – 13.00 <b>Plenary talk</b>	Room A <b>Maria Davou- Alternative assessment: how to correct learners' errors without lowering their motivation</b>			
	Room A	Room B	Room C	Room D
	13.00 – 13.30 <b>Emilija Bozhinoska</b> PhD candidate at SEEU  <b>Teaching multiculturalism beyond formal curriculum</b>  <b>TA YL PR</b>	13.00 – 13.30 <b>Maja Joshevska-Petrushevska</b> Blaze Koneski' Faculty of Philology - Skopje  <b>Assessing writing with Eduflow: Classroom practices</b>  <b>SE TA</b>	13.00 – 13.30 <b>Kristy Kors</b> Express Publishing <b>Music and rhythm make all the difference: How music can make learning more effective</b>  <b>WS YL</b>	13.00 – 13.30 <b>Sarah Ellis CUP</b>  <b>Pre-recorded session</b>  <b>TA CP</b>
	Room A	Room B	Room C	Room D
<b>Presentations and Workshops</b>	13.35-14.35 <b>Ivana Burić Kurtović,</b> <b>Eva Bogdanović</b> Lanugage school Happy Melody, Croatia Lanugage school Čarobna riječ, Croatia  <b>The Story of Literature</b>  <b>WS PR</b>	13.35-14.35 <b>Marija Nedevska</b> Primary School "Metodi Mitevski Brico"  <b>"The "Art" of Teaching: Infusing Artistic Creation Into Classroom"</b>  <b>YL PR CP</b>	13.35-14.20 <b>Sanja Rašković</b> Global lingua  <b>Practical uses of NLP in the classroom</b>  <b>WS YL</b>	13.35-14.35 <b>Anita Jokic</b> Prva Rijecka Hrvatska Gimnazija, Rijeka, Croatia  <b>Tina - simply the best</b>  <b>WS SE</b>

14.35 – 15.30	Lunch break			
15.30 – 16.30 <b>Plenary talk</b>	Room A <b>Aleksandra Popovski - Teachers and gatekeepers they face</b>			
16.30-16.50	<b>Coffee break</b>			
	<b>Room A</b>	<b>Room B</b>	<b>Room C</b>	<b>Room D</b>
<b>Presentations and Workshops</b>	<p>16. 55 – 17.55 <b>Jon Hird</b> University of Oxford/Freelance</p> <p><b>Yeah, but ... No, but ... The real language of opinions</b></p> <p><b>WS SE</b></p>	<p>16. 55 – 17.55 <b>Anastazija Kirkova-Naskova</b> Blaze Koneski Faculty of Philology, Ss. Cyril and methodius University, Skopje</p> <p><b>Teaching tips for integrating pronunciation practice in the classroom</b></p> <p><b>WS TD</b></p>	<p>16. 55 – 17.55 <b>Shpresa Delija</b> University of Tirana</p> <p><b>The Impact of Neuroscience and Neurolanguage on Building Positive Relations during Post Covid-19 EFL Teaching</b></p> <p><b>TA VYL</b></p>	<p>16. 55 – 17.55 <b>Ana Galac</b> Pučko otvoreno učilište Velika Gorica</p> <p><b>Fighting post-COVID fatigue</b></p> <p><b>WS PR</b></p>
	<b>Room A</b>	<b>Room B</b>	<b>Room C</b>	<b>Room D</b>
<b>Presentations and Workshops</b>	<p>18.00-18 45 <b>Shpresa Delija, Blerina Merkuri &amp; Gladioala Toska &amp; Dejna Toska</b> Tirana University</p> <p><b>Tips on using Arts-Based Learning Approach to promote creativity in an EFL class</b></p> <p><b>WS VYL</b></p>	<p>18.00-18 45 <b>Sanela Šabović</b> Marigold Language Centre</p> <p><b>Top 3 teacher habits that agitate learners - Neurolanguage coaching in action</b></p> <p><b>WS PR</b></p>	<p>18.00-18 30 <b>Iris Klosi</b> University of Tirana, Faculty of Foreign Languages, Department of English Language</p> <p><b>Teaching Translation as a Professional Course: The Benefits of Constraints</b></p> <p><b>ESP TA</b></p>	<p>18.00-18 30 <b>Blerim Sherifi</b> Kosovo</p> <p><b>Engaging native speakers in ESL classes to improve students' speaking skills</b></p> <p><b>WS TD</b></p>
14.35 – 15.30	Lunch break			
20.00	<b>Party</b>			

SATURDAY 9 October 2022				
9.00 – 10.00	Room A <b>Tyson Seburn – Graffiti, rich tapestries, and the art of belonging</b>			
Plenary talk	Room A	Room B	Room C	Room D
<b>Presentations and Workshops</b>	10.10 – 10.55 <b>Marija Nedevska</b> Primary School “Metodi Mitevski Brico”  <b>The “Art” of Teaching: Infusing Artistic Creation Into Classroom</b>  <b>WS PR VYL</b>	10.10 – 10.55 <b>Sanja Rashkovic</b> Global Lingua, Zapresic, Croatia  <b>Teaching English to YL - it’s always easier with some magic</b>  <b>WS VYL PR</b>	10.10 – 10.55 <b>Anita Jokić</b> Prva riječka hrvatska gimnazija  <b>Icebreakers that work</b>  <b>WS PR</b>	10.10 – 10.55 <b>Maria Davou</b> Hamilton House  <b>Teaching Young Learners: where the magic begins!</b>  <b>WS YL CP</b>
	11.00 – 11.30 <b>Marija Dulevska Ph.D.</b> OOU Goce Delcev Prilep  <b>Improving Communication In A Multiethnic Classroom Through Out-Of-School Activities With Ethnically Mixed Groups Of English Language Students</b>  <b>TA AD</b>	11.00 – 11.30 <b>Neda Radosavlevikj</b> South East European University  <b>Development of students’ leadership roles and skills in an ESP course for Social Sciences</b>  <b>TA ESP</b>	11.00 – 11.30 <b>Gordana Anastasova</b> Yahya Kemal College, Skopje  <b>Boosting Critical Thinking While Exploring Interculturality in the EFL Classroom</b>  <b>PR TA</b>	11.00 – 11.30 <b>Biljana Temelkova</b> Gjorgi Sugarev primary School – Bitola  <b>Teach the students, not the lesson!</b>  <b>YL TA</b>
11.30 – 12.00	<b>Coffee break</b>			

	Room A	Room B	Room C	Room D
<b>Presentations and Workshops</b>	12.00-12.45 <b>Valentina Kikerkova</b> Primary school St. Clement of Ohrid  <b>Teaching culture to young learners</b>  <b>WS YL</b>	12.00-12.45 <b>Elvira Hodžić &amp; Azra Muhedinović</b> Public Institution Mixed high-school Tuzla  <b>A picture of me</b>  <b>WS SE</b>	12.00-12.45 <b>Aleksandra Jevtovic</b> ANGLIA School of English  <b>Poetry as Inspiration</b>  <b>WS PR</b>	12.00-12.45 <b>Marija Dzonova</b> Q Language School  <b>Tactile learning style through silent books, pop-its and outdoor learning</b>  <b>WS YL</b>
<b>Presentations and Workshops</b>	12.50 – 13.20 <b>Leonora Shemshi</b> Primary School “Ismail Qemali” - Nerasht  <b>The Challenges of External and Internal Assessment in Macedonia -a case study from high school “Kiril Pejcinovic” – Tetovo”</b>  <b>TA SE</b>	12.50 – 13.30 <b>Zorana Petricevic</b> Primary school “Oktoih”  <b>Fostering 4 Cs of 21st century through group work</b>  <b>WS PR</b>	12.50 – 13.20 <b>Mani Ram Sharma</b> Tribhuvan University  <b>Language in Education Policy in Nepal: An ex-post Analysis</b>  <b>TA AD</b>	12.50 – 13.20 <b>Lindita Hodja Serdaroglu</b> AIKA Preschool /Kindergarten  <b>TPR Activities and Very Young Learners</b>  <b>WS YL</b>
13.30 – 14.00	Room A	<b>Closing ceremony and award of certificates</b>		
14.00	<b>Departure</b>			
Key to acronyms: PA Paper	<b>WS</b> Workshop	<b>CP</b> Commercial Presentation	<b>YL</b> Young Learners VYL – Very young learners	<b>PR</b> Primary School
SE Secondary School	<b>TE</b> Tertiary	<b>AD</b> Adult	<b>TD</b> Teacher Development	<b>ESP</b> – English for Specific Purposes

# ABSTRACTS

<b>SATURDAY</b>		<b>8th October 2022</b>
<b>Plenary talk 1</b>		<b>10.30 – 11.30</b>
<b>Room A</b>	<b>George Kokolas</b> <b>The Zest Vaccine</b>	
<p><b>Abstract:</b> Zest is considered as one of the fundamental strengths for a positive psychology mindset. We frequently think that it comes out naturally but recent findings do prove that it is a result of a self-driven and conscious process. The speaker will review some of the key elements connected to how we can generate zest in an ELT classroom as we return to face-to-face instruction. The speaker will also indicate how zest can serve as a bedrock for the development of positive feelings during teaching and how we can debunk negativity when it knocks on our students' doors.</p>		
<b>Plenary talk 2</b>		<b>12:00 – 13.00</b>
<b>Room A</b>	<b>Maria Davou</b> <b>Alternative assessment: how to correct learners' errors without lowering their motivation</b>	
<p><b>Abstract:</b> Teachers are constant assessors. Giving feedback to students is not that simple though. Luckily, there are principled ways for teachers to give corrective feedback. In this talk we will see how we can practically give corrective feedback to learners without demotivating them. We will also explore ways to track learners' progress while at the same time helping them become more autonomous and independent in their own learning and assessment process.</p>		
<b>TALKS 13.00-13.30</b>		
<b>Room A</b>	<b>Emilija Bozhinowska</b> PhD candidate at SEEU <b>Teaching multiculturalism beyond formal curriculum</b>	<b>TA YL PR</b>
<p><b>Abstract:</b> Schools become places where students meet other students from different ethnicities, religions, social background, gender and status. Teaching young students from the very beginning of their education to accept differences and overcoming prejudices is essential for developing them as socially friendly individuals.</p>		
<b>Room B</b>	<b>Maja Joshevska-Petrushevska</b> Blaze Koneski' Faculty of Philology - Skopje <b>Assessing writing with Eduflow: Classroom practices</b>	<b>SE TA</b>
<p><b>Abstract:</b> This presentation will explore the use of Eduflow, a powerful learning management system (LMS), for assessing writing via an array of learning activities organised in a flow such as draft submissions and peer reviews. In particular, it will cover the various ways in which the flows can be customised to meet the writing task peer assessment needs.</p>		

<b>Room C</b>  <b>Kristy Kors</b> Express Publishing <b>Music and rhythm make all the difference: How music can make learning more effective</b>	<b>WS CP YL</b>
<b>Abstract:</b> Over the years, research has shown that music has various psychological and physical benefits like mental relaxation, feeling energized and even helping with physical issues, such as chronic pain, reducing blood pressure and boosting the immune system. Once the cognitive results of music were looked into, it became apparent that music could affect a student's learning process, as well as how they retain information, in a positive way. So, let's dive in and have a look at how music can be used with the student's in our classroom!	
<b>Room D</b>  <b>Sarah Ellis</b> CUP Pre-recorded session	<b>TA CP</b>
<b>WORKSHOPS/PRESENTATIONS 13.35-14.35</b>	
<b>Room A</b>  <b>Ivana Burić Kurtović, Eva Bogdanović</b> Language School "Happy Melody", Language School "Čarobna riječ" <b>The Story of Literature</b>	<b>WS PR</b>
<b>Abstract:</b> Have you ever wondered how it all began on the planet called Literature? Let us take you on a journey through this make-believe world. In this workshop we will tackle the issue of literature and creative writing, by providing an introduction into literary genres through games and activities, discussing the elements of a story, and facilitating a creative writing experience.	
<b>Room B</b>  <b>Marija Nedevska</b> Primary School "Metodi Mitevski Brico" <b>"The "Art" of Teaching: Infusing Artistic Creation Into Classroom"</b>	<b>YL PR WS</b>
<b>Abstract:</b> This is a workshop where I can share my ideas of infusing artistic creation in the classroom, so the students can be more relaxed and enjoy the lessons of foreign language.	
<b>Room C</b>  <b>Sanja Rašković</b> Language School "Global lingua" <b>Practical uses of NLP in the classroom</b>	<b>WS YL</b>
<b>Room D</b>  <b>Anita Jokic</b> Prva Rijecka Hrvatska Gimnazija, Rijeka, Croatia <b>Tina - simply the best</b>	<b>WS SE</b>
<b>Abstract:</b> Love interdisciplinary lessons and practicing all four skills with your students? Believe in strong women? Do you like to connect grammar, vocabulary, songs and stories? Come and enjoy a good story, listen to great music, watch a video, do a bit of acting, expand your vocabulary, play a quiz and research, create book/newspaper covers, and have fun. So will your students. Materials provided.	

<b>Plenary talk 3</b>		15.30 – 16.30
<b>Room A</b>		
<b>Aleksandra Popovski</b> <b>Teachers and gatekeepers they face</b>		
<p><b>Abstract:</b> “The pandemic has challenged education systems to ensure learning continuity, substantially increasing the demands placed on teachers. Education systems, more than ever, require effective teachers that facilitate and support learning instead of delivering content; that use a combination of in-person and digital methods to deliver lessons; that foster creative thinking, communication, and collaboration; and that instill a love of learning, how to persevere, and have self-control.” (OECD, 2020) 2020 marked the beginning of a surreal reality that brought about changes in all aspects of life and work. Working conditions for teachers became more complex and more difficult with more demands and responsibilities imposed on teachers. This talk will look at teachers’ working conditions and the gatekeepers who prevent real change in the teaching profession.</p>		
<b>WORKSHOPS/TALKS 16.55-17.55</b>		
<b>Room A</b>	<b>Jon Hird</b> University of Oxford/Freelance <b>Yeah, but ... No, but ... The real language of opinions</b>	<b>WS SE</b>
<p><b>Abstract:</b> The language of opinions is often central to speaking activities in the classroom. This session first explores the kinds of activities we can do to activate our students’ opinions and then looks at the language itself. First, we’ll recap on the more traditional ELT approach and then take a look at the ‘real’ language of opinions and at ways we can practice this in the classroom.</p>		
<b>Room B</b>	<b>Anastazija Kirkova-Naskova</b> Blaze Koneski Faculty of Philology, Ss. Cyril and methodius University, Skopje <b>Teaching tips for integrating pronunciation practice in the classroom</b>	<b>WS TD</b>
<p><b>Abstract:</b> This workshop will empower teachers to engage in pronunciation practice by recommending activities that can be flexibly adapted to their learners’ needs and teaching context. The value of reinforcing perception, production, phonological awareness, and intelligibility will be demonstrated through exercises that practice sound discrimination, word stress, and connected speech.</p>		
<b>Room C</b>	<b>Shpresa Delija</b> University of Tirana <b>The Impact of Neuroscience and Neurolanguage on Building Positive Relations during Post Covid-19 EFL Teaching</b>	<b>TA YL</b>
<p><b>Abstract:</b> The pandemic created by Covid-19 (2020-2022) caused major disturbances in all areas of life, but they have been very large in terms of human relations in daily life, in the workplace and in the field of education. Since it deeply affected the field of education, there was needed an imperative intervention in the reflection of changes in these main directions: 1. Curriculum; 2. Pedagogy; 3. Synchronic and asynchronous teaching</p>		
<b>Room D</b>	<b>Ana Galac</b> Pučko otvoreno učilište Velika Gorica <b>Fighting post-COVID fatigue</b>	<b>WS PR</b>
<p><b>Abstract:</b> In 2020 everything changed. Schools did not work. Students attended classes on line and we all wanted for things to go back to normal, but once they did our students were different. They were sluggish, demotivated and not too happy to be back at school and we needed to do something to wake them up.</p>		



**TALKS AND WORKSHOPS 18.00-18.45**

<p><b>Room A</b>  <b>Shpresa Delija, Blerina Merkuri &amp; Gladioala Toska &amp; Dejna Toska</b>  Tirana University  <b>Tips on using Arts-Based Learning Approach to promote creativity in an EFL class</b></p>	<p align="center"><b>WS YL</b></p>
<p><b>Abstract:</b> From the experience we got during the pandemic Art-Based Learning Approach proved to draw our students' attention and bring success in their learning. The majority of them scored well in their finals. Teachers used art, music, dance and visuals to narrow down the students' stress, to increase their attention, to motivate and inspire them because of lockdown, which lasted for about three years. It proved to be the most effective approach in acquiring a foreign language. W.J.T. Mitchell (1995) has emphasized the fact that visual learning or as he said "pictorial turn" has replaced the "linguistic turn". A picture is worth a sound of words. And it is true!.</p>	
<p><b>Room B</b>  <b>Sanela Šabović</b>  Marigold Language Centre  <b>Top 3 teacher habits that agitate learners - Neurolanguage coaching in action</b></p>	<p align="center"><b>WS PR</b></p>
<p>Neurolanguage coaching teaches us what we've instinctively already been doing - trying to motivate learners, understand and help them learn English in a cost-efficient and brain-friendly way. Learning how to hit the brakes and support learner autonomy will bring them into curiosity and spark their neuron connections, putting them in a positive and calm learning state. I mention the top 3 teacher habits that agitate learners and the reason they do – Asking closed questions, finishing off learners' sentences and asking 'why' questions. Demonstrating coaching conversations live will make a difference.</p>	
<p><b>Room C</b>  <b>Iris Klosi</b>  University of Tirana, Faculty of Foreign Languages, Department of English Language  <b>Teaching Translation as a Professional Course: The Benefits of Constraints</b></p>	<p align="center"><b>ESP TA</b></p>
<p><b>Abstract:</b> The presentation focuses on teaching translation to English Language undergraduate students at the university level. It makes the distinction between translation as an instructional tool in foreign/second language learning classroom and translation as a professional course to future English Language teachers, translators or linguists. The manifold nuances and layers of interpreting a text type in the source language help students practice research, distinguish the meaning and memorizing the words, terms and expressions in different areas.</p>	
<p><b>Room D</b>  <b>Blerim Sherifi</b>  Kosovo  <b>Engaging native speakers in ESL classes to improve students' speaking skills</b></p>	<p align="center"><b>TA TD</b></p>
<p><b>Abstract:</b> The aim of this presentation is to bring to the audience the role of native speakers in improving speaking skills. I will talk about the ways, methods, approaches we use in breaking ice for our students to start and speak in English with native speakers. Our students have a good chance to break the ice, build confidence of speaking English, to leave fear away themselves by having native speakers in their classes. The role of native speakers in acquiring a new language is very crucial when it comes to speaking skill. My presentation will be about teaching English to the armed forces who learn English for special purposes.</p>	

<b>SUNDAY</b>		<b>9th October 2022</b>	
<b>Plenary talk 4</b>		<b>9.00 – 10.00</b>	
<b>Room A</b>			
<b>Tyson Seburn</b> <b>Graffiti, rich tapestries, and the art of belonging</b>			
<p><b>Abstract:</b> “Art should comfort the disturbed and disturb the comfortable.” From Dunne to Cruz to Banksy’s graffiti, variations of this sentiment have persisted for more than a century and for good reason. Art has often been the vehicle to express uncomfortable perspectives that question the inherent value of socially constructed norms. In education and specifically ELT, we are perfectly situated to do the same given our learner community, who are exploring how they fit into a new linguistic landscape that regularly shows them who they should aim to become. But should they? Or should they belong as who they are? Through a gallery walk of sorts, we’ll explore what it means to implement a pedagogy of belonging to value learners themselves and use visual art that surrounds us already as tools to engage with rich tapestries of representation and language opportunities.</p>			
<b>WORKSHOPS 10.10-10.55</b>			
<b>Room A</b>		<b>Marija Nedevska</b> Primary School “Metodi Mitevski Brico” <b>The “Art” of Teaching: Infusing Artistic Creation Into Classroom</b>	
		<b>WS PR YL</b>	
<p><b>Abstract:</b> Every child is an artist. The problem is how to remain an artist once we grow up. Advantages technology can bring to art education. Empower students with strategies and tools to create animations for digital storytelling, classroom communication, and personal reflections on the learning process.</p>			
<b>Room B</b>		<b>Sanja Rashkovic</b> Global Lingua, Zapresic, Croatia <b>Teaching English to YL - it’s always easier with some magic</b>	
		<b>WS PR</b>	
<p><b>Abstract:</b> Teachers are always in search of new activities, games and practical ideas to keep students motivated, interested and engaged. We all know how difficult that sometimes is. In this workshop I will demonstrate and share activities that work with my students. We will also go on a magical adventure in storyland where we’ll meet some of students’ favourite characters.</p>			
<b>Room C</b>		<b>Anita Jokić</b> Prva riječka hrvatska gimnazija <b>Icebreakers that work</b>	
		<b>WS PR</b>	
<p><b>Abstract:</b> Icebreakers are fun activities designed to help people get to know one another. They can also be designed to allow students to become acquainted with course content and expectations. Would you like to try out some of (my) favourite ice breaker activities? What do these icebreaker activities have in common? For a start, they’re field-tested, tried, and have proven successful at warming up classes and audiences for years.</p>			
<b>Room D</b>		<b>Maria Davou</b> Hamilton House <b>Teaching Young Learners: where the magic begins!</b>	
		<b>ESP TA</b>	
<p><b>Abstract:</b> How do learners learn better? What makes learning happen? How do we need to organize our lessons around Young Learners for language development to happen? Let’s share our stories and explore the magic of teaching and learning with Young Learners together!</p>			

**TALKS 11.00 – 11.30**

<b>Room A</b>	<p><b>Marija Dulevska Ph.D.</b>                  OOU Goce Delcev Prilep</p> <p><b>Improving Communication In A Multiethnic Classroom Through Out-Of-School Activities With Ethnically Mixed Groups Of English Language Students</b></p>	<b>TA AD</b>
<p><b>Abstract:</b> The concept of multiculturalism comprises numerous notions like nation, identity, rights, freedom and acknowledgment, but in its essence it is a recognition of the minority, group rights within a broader society with a particular majority population. Multiculturalism can be viewed as both an ideology and a set of policies. Understood as a policy, in most cases multiculturalism represents the State's attempts for a harmonious life and peaceful co-existence of diverse communities within a democratic and pluralist society. As such, it denotes the conditions of the State and the relationships among ethnic minority groups. At a more general level, multiculturalism, understood both as an ideology and as a practice, deals with identity politics and the politics of recognition. It comprises the concepts and phenomena of acceptance, co-existence, respect, acknowledgement, unity, awareness, mental reconstruction and transformation.</p>		
<b>Room B</b>	<p><b>Neda Radosavlevikj</b>                  South East European University</p> <p><b>Development of students' leadership roles and skills in an ESP course for Social Sciences</b></p>	<b>TA ESP</b>
<p><b>Abstract:</b> This paper examines the role of leadership in Higher education and the development of students' leadership roles and skills in English for specific purposes course. Educators have long seen the value of placing students in real-life scenarios to help them gain deeper levels of understanding of learning. The results showed that students attending this course showed great leadership skills, they expressed great attitude and proficiency in delivering an oral presentation and project according to their preference in their field of study.</p>		
<b>Room C</b>	<p><b>Gordana Anastasova</b>                  Yahya Kemal College, Skopje</p> <p><b>Boosting Critical Thinking While Exploring Interculturality in the EFL Classroom</b></p>	<b>PR TA</b>
<p><b>Abstract:</b> As the fifth skill in English learning, culture should be given its rightful importance, especially in the form of acquiring intercultural communicative competence. Is a culturally-diverse classroom the determining factor for it? Most definitely, not: English as the familiar inter-connective offers the scaffold in an EFL context, building upon students' critical thinking skills as constituents of experiential learning.</p>		
<b>Room D</b>	<p><b>Biljana Temelkova</b>                  Gjorgi Sugarev primary School – Bitola</p> <p><b>Teach the students, not the lesson!</b></p>	<b>YL TA</b>
<p><b>Abstract:</b> Inspired by the work of Sir Ken Robinson, an influential proponent of stimulating the creativity in students I decided to speak from my personal experience and reveal a well-known secret to every teacher that we are not saying it aloud. The point of the talk is that by giving traditional lessons and stick to the curriculum to teach precisely what we are told to, we are killing our students' senses, shutting their creativity off. By the end of the session I hope that the participants would try to consider some ways to rethink the principles in which we as teachers are educating our children!</p>		

**WORKSHOPS 12.00-12.45****Room A**

**Valentina Kikerkova**  
Primary school St. Clement of Ohrid  
**Teaching culture to young learners**

**WS YL**

**Abstract:** Learners of any foreign language are interested along with the learning of language to learn some cultural points. Young learners are fascinated about other cultures. This can be facilitated through introducing popular holidays. Teachers can use stories, songs, rhymes, greetings connected with holidays. Students are taught about the diversity of the world. It is a way to fight against prejudices and racism.

**Room B**

**Elvira Hodžić & Azra Muhedinović**  
Public Institution Mixed high-school Tuzla  
**A picture of me**

**WS SE**

**Abstract:** Reading and learning about different cultures that are presented in the textbooks can be fun and enlightening, but sharing your own experiences is even more fun. English language teachers need to provide opportunities for students to reflect on and express their identities. The ultimate goal is to open up possibilities to explore the use of English in different contexts.

**Room C**

**Aleksandra Jevtovic**  
ANGLIA School of English  
**Poetry as Inspiration**

**WS PR**

**Abstract:** Art of teaching involves, among other things, the choice of interesting materials and activities that would keep students involved. Poetry offers exactly that. Come to the workshop where we will use poetry for activities that focus on vocabulary development and speaking, ranging in level from intermediate to proficiency.

**Room D**

**Marija Dzonova**  
Q Language School  
**Tactile learning style through silent books, pop-its and outdoor learning**

**WS YL**

**Abstract:** Tactile learning style is beneficial for all student ages and levels, for both regular and students with dyslexia. It comprises learning through physical activity, creation, exploring, peer teaching, roleplay and even fidgeting. The ways and resources for its application in ELT are unlimited. Due to the time constraint, we will focus on using silent books, pop-its and outdoor learning.

**TALKS AND WORKSOPS 12.50-13.20**

<p><b>Room A</b></p> <p align="center"><b>Leonora Shemshi</b> Primary School "Ismail Qemali" - Nerasht</p> <p align="center"><b>The Challenges of External and Internal Assessment in Macedonia -a case study from high school "Kiril Pejcinovic" – Tetovo"</b></p>	<p><b>TA SE</b></p>
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**Abstract:** Education is the key to resolve every professional, personal and social issue among people. Having proper and higher education doesn't mean achieving certificates, but being civilized people with an opinion, thinkers and decision makers within a given situation. One of the most preferable aspects for measuring students' knowledge is the assessment. The assessment helps professors to gather and analyze data to determine students' progress and improvement. The definition of quality education is a very complex issue. One commonly used definition is that quality education is the one that meets the educational (developmental) needs of its users, or education that is tailored to the users. It is difficult to measure because there are many factors affecting it. Therefore it cannot be defined uniquely and as independent from the educational environment. The results themselves are not a sufficient indicator of the quality achieved. The assessment of the achieved level of quality in education should be based on comparing the achievements in a given situation to the previously set goals and standards. As one of the manners of monitoring and evaluation of the work of schools is through external evaluation which aims to provide a high degree of objectivity, this paper presents a review of some of the ways of external assessment that are being applied in the educational institutions in Republic of Macedonia.

<p><b>Room B</b></p> <p align="center"><b>Zorana Petricevic</b> Primary school "Oktoih", Montenegro</p> <p align="center"><b>Fostering 4 Cs of 21st century through group work</b></p>	<p><b>WS PR</b></p>
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**Abstract:** The aim of the workshop is to promote student-centered learning through collaborative group work. During this workshop, participants will experience already tried activities in the language classroom and understand the importance of group work, benefits of collaborative learning, and how to manage collaborative learning successfully. Note: Some of the activities to be practiced are based on sources discovered during participation in OPEN spring term course, Fostering Students Motivation and Engagement (attended from April 12, 2021 to June 7, 2021). Other activities were done with young learners in an elementary school in Podgorica and the same activities were shared with OPEN course colleagues.

<p><b>Room C</b></p> <p align="center"><b>Mani Ram Sharma</b> Tribhuvan University</p> <p align="center"><b>Language in Education Policy in Nepal: An ex-post Analysis</b></p>	<p><b>TA AD</b></p>
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**Abstract:** This study presents ideas on language education policy in Nepal. It briefly describes the needs, practices and policies of language in education policy for the professional development of language teachers and policy makers. It discusses language education policy related practices since the inception in Nepal. In every community, it is essential to know the essence of language education and its effective policy. Nepal's policy has imposed mono-linguistic language policies on a highly diverse and heterogeneous ethno linguistic population in a conscious effort to foster Nepali nationalism and political unity. The paper concludes with the idea that issue of language education policy helps teachers, educators, policy makers to grow and develop personally, professionally and institutionally.

<p><b>Room D</b></p> <p align="center"><b>Lindita Hodja Serdaroglu</b> AIKA Preschool/Kindergarten</p> <p align="center"><b>TPR Activities and Very Young Learners</b></p>	<p><b>WS YL</b></p>
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**Abstract:** Storytelling and STEAM in the English Classroom for Very Young Learners STEAM activities in the preschool are difficult to apply without any supportive activities. Combined with stories and transition songs, STEAM activities are much more effective. Through stories very young learners can hear and learn different words, syllables and sounds. Matching stories and STEAM activities helps children cognitive thinking and cognitive skills and fosters their imagination.