



**RE-IMAGINING TEACHING
REJUVENATING AND
TRANSFORMING
CLASSROOM
PRACTICES**

STRUGA 14-16 OCTOBER 2016

ELTAM

would like to express its special thanks and gratitude to the following organizations for
sponsorship and help with the organization of

THE 9th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL CONFERENCE

In Struga 14-16 October 2016

GENERAL SPONSORS:



**THE 9th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL
CONFERENCE**

Hotel Drim, Struga 14-16 October 2016

**RE-IMAGINING TEACHING
*REJUVENATING AND TRANSFORMING CLASSROOM
PRACTICES***

Struga 2016

Dear conference participants,

We would like to bid you a warm welcome to the 9th ELTAM International Conference!

We are delighted to be back in Struga, a small but delightful town on the shore of Lake Ohrid, but do not think that this was a random choice. We wanted the conference venue to reflect the conference theme: *Re-imagining teaching: Rejuvenating and transforming classroom practices* and that is why we decided to come to a place where we can do exactly that – re-imagine, rejuvenate, and reinvent ourselves as teachers.

Teachers are the core of education and we need to admit that our profession comes with a great deal of responsibility, primarily towards our students and then to all others involved in the educational process. We often find ourselves feeling tired, stressed, and overwhelmed with administrative tasks. That is why we need professional development events such as this one to rejuvenate our teaching practices by learning about current ELT trends, challenges that teachers from different countries face and how they overcome them, discussing issues close to our hearts.

5 plenary speakers, over 40 presenters will help us re-imagine and transform our practices; the party on Saturday will help us rejuvenate by dancing, laughing, and having fun so that at the end of the conference we can all feel ready to enter our classrooms and be the best that we can be.

Have fun and learn!

Aleksandra Popovski Golubovikj

ELTAM President



JOURNAL

9th ELTAM - IATEFL - TESOL INTERNATIONAL BIENNIAL

CONFERENCE PROCEEDINGS

AND

3rd ELTAM JOURNAL

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

The Editorial Board of both publications as well as the anonymous jury are international. ALL presented papers will be published in both publications. The publication will be electronic and posted on the ELTAM web site: www.eltam.org.mk. The link to the second volume: goo.gl/g2ENwu

For more information, please visit our website!

ABOUT ELTAM

ELTAM is the national English Language Teachers' Association of the Republic of Macedonia. It is an associate member of IATEFL UK and TESOL USA.

ELTAM provides a forum which unites ELT professionals from across the Republic of Macedonia engaged in teaching, studying and conveying research on both 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. ELTAM unites and assists ESL professionals in their efforts for best teaching practices in correlation with the needs of the Macedonian society at large.

Founded in 1998, ELTAM has successfully organised 8 International conferences, numerous workshops, competitions, teacher training and English training for other professionals. ELTAM members have successfully attended conferences of partner associations in Serbia, Croatia, Bosnia, Slovenia, Poland, France, England, and USA.

As a professional body, ELTAM maintains close relations with the Ministry of Education and the Bureau for educational development, playing a significant role in the English language education policy-making. The expertise of the ELTAM members has often been sought out in crucial decisions regarding textbooks, competitions, qualifications, etc.

ELTAM was the first body to organize national English language competitions, and in 2013 all our efforts were officially recognized and accredited by the State. The Accreditation Committee of Teacher Associations for Organizing Student's Competition in Primary Schools from the Ministry of Education and science of R.M., with the Decision no. 11-3309/2 and 11-3308/2 from 31.03.2014, granted ELTAM accreditation for organizing student's competitions in primary and secondary schools.

Many projects have been implemented individually or together with our partners in our 18-year existence so far: C.A.R.E., Madcap Drama, Making Effective Communication, European Day of Languages, ELTAM's Partner Council, Communication and Leadership, Peace Corps Macedonia National Essay, and many more.

Last, but not least, let us mention ELTAM's publication activities with the special editions of our Newsletter and our newest ISSN-awarded Journal.

For more details, please visit www.eltam.org.mk.

THE 9th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL CONFERENCE

RE-IMAGINING TEACHING:

Rejuvenating and transforming classroom practices

Pre-Conference Event

Panel Discussion

Date: October 14, 2016

Time: 5 – 7 pm

Venue: Hotel DRIM

Theme: ROLE OF TEACHERS' ASSOCIATIONS

Question: How and how much can teachers' associations contribute to the improvement of educational standards on local and global level?

The panel discussion will focus on the role of teachers' associations and their contribution to the overall development and improvement of educational standards locally and globally.

Panelists:

Marjorie Rosenberg, IATEFL President

Elizabeta Hristovska Icheva, IB Coordinator

Representatives of partner associations

Representatives of state educational institutions in the Republic of Macedonia

Participants: Conference participants

Fee: Free of charge for registered conference participants

THE 9th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL CONFERENCE

Re-imagining teaching
Rejuvenating and transforming classroom practices
 14-16 October 2016, Hotel DRIM, Struga, Republic of Macedonia

PRE-CONFERENCE EVENT

FRIDAY	14 October 2016
16.00 – 17.00	Registration
17.00 – 19.00	Panel Discussion

CONFERENCE SCHEDULE

SATURDAY	15 October 2016
8.30 – 9.45	Registration
9.45 – 10.00 Opening ceremony	Aleksandra Popovski-Golubovikj, <i>ELTAM President</i>
10.00 – 11.00 Plenary 1	Plenary speaker: Marjorie Rosenberg, <i>IATEFL President</i> Making lessons memorable
11.00 – 11.30	Coffee break & Poster presentations
11.30 – 12.30 Plenary 2	Plenary speaker: George Kokolas, <i>Express Publishing</i> The New Vision for Education: Development of 21 st Century Skills
Session 1 12.35 – 15.00	Presentations and Workshops
15.00 – 16.00	Lunch break
16.00 – 17.00 Plenary 3	Plenary speaker: Fitore Sulejmani, <i>Berat University, Albania (ELTA Albania)</i> Escaping the “Death Valley” of Burnout
Session 2 17.00 – 19.30	Presentations and Workshops
19.30 – 20.30	Break
20.30	Party

SUNDAY	16 October 2016
9.00 – 10.00 Plenary 1	Plenary speaker: Tim Bowen, <i>Pilgrims Representative and Macmillan Education Consultant</i> What on earth is happening to English?
Session 1 10.00 – 11.35	Presentations and Workshops
11.35 – 12.00	Coffee break & Poster presentations
Session 2 12.00 – 13.55	Presentations and Workshops
14.00 – 15.00 Plenary 2	Plenary speaker: Shpresa Delija, <i>University of Tirana</i> Pop up and get their minds move about
15.00 – 15.30	Closing ceremony and award of certificates

THE 9th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL CONFERENCE

Re-imagining teaching
Rejuvenating and transforming classroom practices

15-16 October 2016, Hotel DRIM, Struga, Republic of Macedonia

SATURDAY 15 October 2016				
8.30 – 9.45	Registration			
9.45 – 10.00	Room A Aleksandra Popovski-Golubovikj, ELTAM President			
10.00 – 11.00	Room A Plenary speaker: Marjorie Rosenberg, IATEFL President Making lessons memorable ☀			
11.00 – 11.30	Coffee break & Poster presentations			
11.30 – 12.30	Room A Plenary speaker: George Kokolas, Express Publishing The New Vision for Education: Development of 21 st Century Skills ☀			
Session 1	Room A	Room B	Room C	Room D
12.35 – 15.00	Speaker 1 12.35 – 13.05 Ana Galac HUPE Croatia <i>Powerpoint presentation of a field trip class</i> PA SE AD LCD	Speaker 1 12.35 – 13.20 George Kokolas Express Publishing <i>Creative Thinking, Effective Learning</i> WS ALL LCD ☀	Speaker 1 12.35 – 13.20 Elena Ončevska Ager Faculty of Philology “Blaze Koneski”, Macedonia <i>And now for something completely reflective: Considering alternative professionally developmental paths for EFL teachers</i> WS TD LCD LP	Speaker 1 12.35 – 13.20 Aleksandra Jevtović ELTA Serbia <i>Pictures into words</i> WS YL PR SE LCD ☀
	Presentations and Workshops 12.35 – 13.40 Boyka Petkova Medical University Sofia, Bulgaria <i>Strategies and techniques for motivating the students studying</i>	Speaker 2 12.35 – 14.10 Marjorie Rosenberg, IATEFL President <i>Creating activities for different learning styles</i>	Speaker 2 12.35 – 14.10 Chris Walklett International Academy, University of Essex, UK <i>Off Message or On Song? The Whys</i>	Speaker 2 12.35 – 14.10 Zora Bushovska BDE Bureau for the Development of Education, Macedonia <i>Applications of the I-Thou-It</i>

	medicine to learn English PA AD LCD LP INT	WS ALL LCD	& Wherefores of Using Songs/Song Lyrics in EFL WS YL TE AD TD CDP LCD LP INT	Framework to Teaching English as a foreign Language in Macedonia WS ALL FCH LCD LP
15.00 – 16.00	Speaker 3 13.45 – 14.15 Natka Jankova, Makedonka Madzirova Secondary school “Nikola Karev”, Macedonia <i>Using literature texts in teaching English as a foreign language</i> PA SE TE LCD ☀	Speaker 3 14.15 – 15.00 Zachary March, Tanya Haeussler University of Missouri, USA <i>U.S. University Opportunities at a Distance – High School/Undergraduate & Graduate/Certificates /Exchange Programs/Research</i> CP SE LCD	Speaker 3 14.15 – 15.00 Mark Andrews SOL <i>Contemporary, Critical and Comparative Approaches to Britain in ELT</i> WS SE LCD	Speaker 3 14.15 – 15.00 Ewa Grzelak Warszawa, Poland <i>You Know, When You Get to My Age...</i> WS AD LCD
Lunch break				
Room A				
16.00 – 17.00	Plenary speaker: Fitore Sulejmani, Berat University, Albania (ELTA Albania) Escaping the “Death Valley” of Burnout			
Session 2	Room A	Room B	Room C	Room D
17.00 – 19.30	Speaker 1 17.00 – 17.30 Kristina Popovska Elpida Karamandi- Bitola, Macedonia <i>Teacher's feedback as an important part of student's learning motivation</i> PA TD LCT LP INT	Speaker 1 17.00 – 17.45 Tim Bowen Pilgrims Teacher Training, Canterbury, UK <i>Don't forget about pronunciation</i> WS SE TE AD TD LCD LP	Speaker 1 17.00 – 17.45 Dragana Andrić ELTA Serbia <i>Using Drama-Based Instruction to Improve Speaking Skills</i> WS PR LCD ☀	Speaker 1 17.00 – 17.45 Alenka Tratnik IATEFL Slovenia <i>How to engage students using Cuisenaire rods</i> WS ALL
Presentations and Workshops	Speaker 2 17.35 – 18.05 Metaxeni Symeonidou Music Junior and Senior High School of Drama, Greece <i>Who is in charge of your class?</i> PA SE LCD LP	Speaker 2 17.50 – 18.35 Ymer Leksi ELTA Albania <i>Cyberbullying – make your choice!</i> WS YL SE LCD LP	Speaker 2 17.50 – 18.35 Tatjana Jancić Ekonomsko-trgovinska škola, Serbia <i>Talk to me in culture</i> WS SE LCD LP INT	Speaker 2 17.50 – 18.35 Ogerta Koruti Stroka University of Tirana, Faculty of Foreign Languages, Albania <i>Teaching through wikis – a case study</i> WS YL SE AD TD LCD INT

	<p>Speaker 3 18.10 – 18.55 Dubravka Blažić <i>Svijet jezika, Croatia</i> Mnemonotechniques WS ALL LCD</p>	<p>Speaker 3 18.40 – 19.25 Shpresa Hashani <i>Lower Secondary School "Konstandin Kristoforidhi" (KETNET Kosovo)</i> Active learning Approach Activities for students of different levels WS YL PR SE</p>	<p>Speaker 3 18.40 – 19.25 Sneza Filipovic <i>Kolarac Foundation, Serbia</i> Native vs. Non-native teacher - Changing perspective WS TD LP LCD INT</p>	<p>Speaker 3 18.40 – 19.25 Reneta Stoimenova <i>BETA Bulgaria</i> Using song in the English classroom WS TD LCD LP INT</p>
19.30 – 20.30	Break			
20.30	Party			

SUNDAY 16 October 2016				
	Room A			
9.00 – 10.00 Plenary 1	<p>Plenary speaker: Tim Bowen, Pilgrims Representative and Macmillan Education Consultant What on earth is happening to English?</p>			
Session 1	Room A	Room B	Room C	Room D
10.00 – 11.35	<p>Speaker 1 10.00 – 10.30 Gordiana Gjorgova, Emil Gjorgov <i>High School "Josip Broz Tito", Skopje</i> <i>NEEA New England Educational Advisory</i> Maximize your students' results by measuring what you teach! PA SE TE AD TD LCD</p>	<p>Speaker 1 10.00 – 10.45 Marjorie Rosenberg, <i>IATEFL President</i> Practical, easy and fun activities for BE classes WA AD LCD</p>	<p>Speaker 1 10.00 – 10.45 Biljana Temelkova <i>Primary school "Gorgi Sugarev", Macedonia</i> Gamification for inspiration WS YL LCD LP CDP</p>	<p>Speaker 1 10.00 – 10.45 Marija Petkovska <i>DSULUD "Lazar Lichenoski", Macedonia</i> Homework buddy WS PR SE LCD LP INT ☀</p>
Presentations and Workshops	<p>Speaker 2 10.35 – 12.05 Viktorija Petkovska <i>Faculty of Technical sciences-Bitola, Macedonia</i> The role of vignette presentations in improving EL teacher trainees' performance PA TD LCD LP</p>	<p>Speaker 2 10.50 – 11.35 Elizabeta Hristovska Icheva <i>Primary School "Ss Cyril and Methodius", Macedonia</i> When is the right time to implement IB Programs into the state school system? PR SE TD LCD LP</p>	<p>Speaker 2 10.50 – 11.35 Kristina Laova <i>Primary school "Vasil Glavinov", Macedonia</i> When all other means of communication fail, try words WS PR LCD LP</p>	<p>Speaker 2 10.50 – 11.35 Valentna Kikerkova <i>Primary school "Sv. Kliment Ohridski", Macedonia</i> Using puppets to motivate young learners to Speak, Act and Sing WS YL PR LCD LP</p>
11.35 – 12.00	Coffee break & Poster presentations			

Session 2	Room A	Room B	Room C	Room D
12.00 – 13.55 Presentations and Workshops	Speaker 1 12.00 – 12.30 Marija Dzonova Q Language School,, Macedonia Dyslexia-Friendly English Classroom PA TD SEN LCD LP CDP INT	Speaker 1 12.00 – 12.45 Dragica Zdraveska SOL (Sharing One Language) Focus on listening skills. Helping learners develop strategies to better understand authentic language WS PR SE TE LCD INT	Speaker 1 12.00 – 12.45 Slavica Stojchevska Primary school "11 Oktomvri", Macedonia Inspire, motivate and engage learners with original teaching aids WS YL PR LCD LP INT ☀	Speaker 1 12.00 – 12.45 Narcisa Blazevska Primary school "Krume Kepeski", Macedonia How to develop a smart IEP WS PR SE SEN LCD LP
	Speaker 2 12.35 – 13.05 Silvana Neshkovska Faculty of Education - Bitola, Macedonia University Students with Disabilities and ELT PA TE LCD LP	Speaker 2 12.50 – 13.20 Simona Lokvenec Centre for Foreign Languages, Skopje, Macedonia Literature as an Art-Based Intervention in the EFL Classroom PA TD LCD LP	Speaker 2 12.50 – 13.20 Tatjana Jovcevska Primary school "Straso Pingjur", Macedonia Understanding and Promoting EFL Vocabulary Instruction – A Case Study of Macedonian Primary Schools PA TD LCD LP INT	Speaker 2 12.50 – 13.20 Lela Ivanovska Faculty of Information and Communication Technologies, Bitola, Macedonia Students` attitudes towards technology in improving EFL PA TE LCD LP
	Speaker 3 13.10 – 13.40 Miroslava Pavlova Anevska Primary school "Lazo Angelovski", Macedonia Cases of successful inclusion of autistic children in primary schools PA PR LCD LP	Speaker 3 13.25 – 13.55 Bela Gligorova NOVA, Macedonia Conceptualizing (the) language of "the Post-Other": The Balkan(s) and English as a medium PA SE TD LCD LP	Speaker 3 13.25 – 13.55 Sofija Dojranlieva Faculty of Philology "Blaze Koneski", Macedonia Promoting Autonomy in the Macedonian EFL Classroom: Following in Leni Dam's footsteps PA PR SE LCD LP	Speaker 3 13.25 – 13.55 Zorica Trajkova Ss. Cyril and Methodius University, Macedonia Teaching grammar the fun way PA TE LCD LP
	Room A Plenary speaker: Shpresa Delija, University of Tirana Pop up and get their minds move about			
14.00 – 15.00 Plenary 2				
15.00 – 15.30	Closing ceremony and award of certificates			

Poster presentations	
Ana Kalajdjieva, Aynur Kaso, Faculty of Philology "Blaze Koneski", Macedonia	
<i>Digital Game-Based Learning in the K-8 English Classroom</i>	
Aleksandra Popovski-Golubovikj, ELTAM President	
<i>The 'Horror' of Materials Development</i> ☀	
Hilda Softic, Vanja Spasovska, Miranda Kadriu, Marina Marina Ivanovska, Jovanka Jovanchevska-Milenkoska, UACS, Macedonia	
<i>English pronunciation for young learners – Tips</i>	
Tatjana Gjorgjievska, Primary school "Goce Delcev", Macedonia	
<i>Seeing is Believing! Motivating screenagers by using video in ELT classroom</i>	

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

Key to acronyms:

PA Paper	WS Workshop	CP Commercial Presentation	YL Young Learners	PR Primary School
SE Secondary School	TE Tertiary	AD Adult	TD Teacher Development	SEN Special education needs
LCD LCD projector	FCH Flip chart	CDP CD player	INT internet	LP Laptop
☀ Creativity				

THE 9th ELTAM – IATEFL – TESOL INTERNATIONAL BIENNIAL CONFERENCE

*Re-imagining teaching
Rejuvenating and transforming classroom practices*

15-16 October 2016, Hotel DRIM, Struga, Republic of Macedonia

Abstracts

SATURDAY 15 October 2016	
Plenary 1 10.00 – 11.00	
Room A Plenary speaker: Marjorie Rosenberg, IATEFL President <i>Making lessons memorable</i> ☀	
Abstract	
<p>There are a variety of ways in which you can make your lessons memorable in order to help your learners take valuable information with them when they leave your classroom. In this plenary we will look at a number of ideas and practical examples which you can use to liven up your lessons, make them fun, relevant, engaging, and creative so that both you and your learners feel you have gotten the most out of the face-to-face time you can spend together. You will have the chance to think about different ways to engage your learners and liven up your classroom making lessons enjoyable for all.</p>	
Plenary 2 11.30 – 12.30	
Room A Plenary speaker: George Kokolas, Express Publishing <i>The New Vision for Education: Development of 21st Century Skills</i> ☀	
Abstract	
<p>21st century learners need a skill set capable of meeting the constantly changing demands of modern life. These skills are not only linguistic, but include a range of cognitive and practical tools that will help learners communicate, collaborate and use the resources available to them creatively, critically and effectively.</p>	
Papers 12.35 – 13.05	
Room A Ana Galac, HUPE Croatia <i>Powerpoint presentation of a field trip class</i>	PA SE AD LCD
Abstract	
<p>Most of our students spend years to master the rules of grammar, vocabulary and pronunciation, they spend hours studying just to learn how to communicate. After 5 years of learning English it was time to test them in real life situation. Instead of writing boring grammar tests or essays they had to go to Zagreb and pretend to be tourists. How was it? How did they feel? What did they learn about themselves and other tourists? Come and see. Maybe you could use it with your students too and tell us all about it next year.</p>	
Workshops 12.35 – 13.20	
Room B George Kokolas, Express Publishing <i>Creative Thinking, Effective Learning</i>	WS ALL LCD ☀
Abstract	
<p>Creative thinking leads to effective learning by teaching students how to think rather than what to think. When it comes to teaching, one size does not fit all. Every student is unique and possesses different talents and abilities.</p>	

Teachers should foster every student's individuality through multiple pathways to learning.			
Room C Elena Ončevska Ager , <i>Faculty of Philology "Blaze Koneski", Macedonia</i> <i>And now for something completely reflective: Considering alternative professionally developmental paths for EFL teachers</i>	WS LP	TD	LCD
Abstract			
This workshop will create opportunities for us to reflect on how we develop as teachers and consider other, potentially off-the-wall, professionally developmental routes. Since professional development can be experienced as a solitary enterprise, we will discuss collaborative formats of professional development, such as visual and narrative reflection – both very much drawing on teachers' creative potential. The participants will be invited to engage with samples of such visual and narrative reflective practices, discuss them and consider them as viable developmental avenues for themselves.			
Room D Aleksandra Jevtović , <i>ELTA Serbia</i> <i>Pictures into words</i>	WS LCD	YL ☀	PR SE
Abstract			
It has been said that one picture is worth a thousand words. By the same token one picture book is worth many thousands of words. Picture books and wordless books are a great resource to get the students speaking, writing and learning the language, and do it in a fun, creative way. In this workshop we will look at activities which all use picture books to develop vocabulary, to practice grammar structures and to prompt speaking, writing and creative thinking in students. The activities are designed with teenagers and young adults in mind while the language level ranges from elementary to proficiency. It is the aim of the workshop to provide you with practical activities that you can use in your own classrooms but also to inspire you to use picture books and wordless books as a new resource that you may not have considered before.			
Papers 13.10 – 13.40			
Room A Boyka Petkova , <i>Medical University Sofia, Bulgaria</i> <i>Strategies and techniques for motivating the students studying medicine to learn English</i>	PA INT	AD	LCD LP
Abstract			
The motivation is very important thing which accompanies the learning process. In this presentation are shown the different strategies and techniques, used during the process of learning Medical English. They are very useful for the students, because this motivates them to study and to communicate in English. Because for one future doctor the communication with the patients who do not speak his language and the consultations with specialists from other countries is vital. This is why the role of the teacher- using this strategies and techniques, has a very big meaning for the process of learning and for the students who participate in it , too.			
Workshops 13.25 – 14.10			
Room B Marjorie Rosenberg , <i>IATEFL President</i> <i>Creating activities for different learning styles</i>	WS	ALL	LCD
Abstract			
Creating tasks which benefit our learners can be an enriching activity for teachers and their learners. In this workshop, participants will discover how to create tasks taking into account the diversity of learner types we have in our classrooms. The workshop is based on the concept that reaching learners means mixing methods, materials and approaches. Taking this one step further, these ideas can be incorporated into the conception and creation of activities and tasks for grammar, vocabulary and general language practice. Participants will have the chance to try out tasks focussing on different skill sets, abilities and the language we use to instruct learners. It			

will demonstrate how tasks can be extended to include other learner types and help learners acquire new strategies for learning.	
Room C Chris Walklett, International Academy, University of Essex, UK <i>Off Message or On Song? The Whys & Wherefores of Using Songs/Song Lyrics in EFL</i>	WS YL TE AD TD CDP LCD LP
Abstract	
<p>Music, songs and song lyrics are a hugely popular resource with a long history of use in the EFL classroom. They are though sometimes dismissed as little more than a novelty or a distraction from more serious language teaching.</p> <p>The aims of this presentation are two-fold.</p> <p>Firstly, to show that there is more to this resource than meets the eye. It is more than just a fun, motivational “novelty act” and is therefore worthy of more than just hurried “off the hoof” gap-fill type activities. It will be argued that there is sound pedagogical purpose to the use of this resource in the English teaching classroom.</p> <p>Secondly, in the workshop part of the presentation, the variety of uses this resource can be put to will be examined. As the majority of the ideas will come from participants themselves, they are strongly advised to bring their (EFL)</p>	
Room D Zora Bushovska, BDE Bureau for the Development of Education, Macedonia <i>Applications of the I-Thou-It Framework to Teaching English as a foreign Language in Macedonia</i>	WS ALL FCH LCD LP
Abstract	
<p>This workshop is based on David Hopkins’ framework of the <i>I-Thou-It</i> with an expanded and personalized interpretation. It aims at defining more precisely the roles of the <i>I</i> (the teacher), the <i>Thou</i> (the student) and the <i>It</i> (the subject matter) in the author’s classroom and the participants’ classrooms. Contrary to the overly emphasized importance of the student’s role in the classroom, during the workshop participants shall have first hand experience in defining the importance and the role of the <i>It</i> in their own classrooms.</p> <p>The advantages of the subject-centered classroom, i.e. the dominance of the <i>It</i> shall be emphasized. The emphasis of the workshop is on the <i>It</i> in the learning triangle and the role it plays as well as possible ways of achieving the optimal <i>It</i>-angle in the triangle.</p> <p>We shall conclude by describing what participants have learned and the direction they could take in their own teaching.</p>	
Papers 13.45 – 12.15	
Room A Natka Jankova, Makedonka Madzirova, Secondary school “Nikola Karev”, Macedonia <i>Using literature texts in teaching English as a foreign language</i>	PA SE TE LCD ☀
Abstract	
<p>Teaching English as a foreign language is a process whose aim is changeable from culture to culture and individual to individual. These problems made teachers to find and develop new methods and techniques in order to improve the teaching and learning process. There are various reasons for using literature in ELT. The first and essential one is that language in literature texts are taken as valuable source of authentic language and expand the language awareness. The second reason is that lessons which involve literature in teaching and learning provoke interaction, discussion, critical thinking and educate the persons’ personality and it is motivating. Finally, there are disadvantages in using literature in ELT. Despite the enthusiasm of those who are in for using literature, there is still a point which claims that the use of literature is not always pleasurable for all the learners.</p>	
Workshops 14.15 – 15.00	
Room B Zachary March and Tanya Haeussler, University of Missouri, USA	CP SE LCD

U.S. University Opportunities at a Distance – High School/ Undergraduate & Graduate/ Certificates / Exchange Programs/ Research	
Abstract	
<p>Bring into your classrooms a wide variety of U.S. university-level opportunities, including new trends in teaching and learning for young learners, teenagers, and adults.</p> <p>In the U.S. state of Missouri, the University of Missouri (“Mizzou”) is the state’s largest and most comprehensive university with 35,000+ students in more than 300 degree programs through 18 colleges and schools, including ranked College of Education, Journalism, Medicine, Law, Engineering, Veterinary Medicine, Business, and many more. With a 176-year solid foundation, students of all ages around the world can tap into the distance education resources, including K-12 dual diploma program, undergraduate & graduate degrees, certificates in specialized areas for professional development, student and teacher exchange programs, incorporating state of the art research findings, as well as being able to participate in current research studies expanding the innovations and new trends in classroom practices.</p>	
Room C Mark Andrews, SOL <i>Contemporary, Critical and Comparative Approaches to Britain in ELT</i>	WS SE LCD
Abstract	
<p>It is the 25th anniversary of the launch of British Cultural Studies projects by the British Council in Central and Eastern Europe. The idea was to have a much more contemporary, critical and comparative approach to incorporating material about Britain in the classroom. In our globalized, international world and with English as a lingua franca is there still a place for incorporating material about Britain in the classroom or indeed organizing visits for students to Britain? In this workshop we will look at some practical activities which maybe of value in the ELT classroom.</p>	
Room D Ewa Grzelak, Warszawa, Poland <i>You Know, When You Get to My Age...</i>	WS AD LCD
Abstract	
<p>In this workshop I share my ideas on how to work with a group of people aged 55 or more who come to their first English class with an assumption that they are 'too old to learn anything'. However, changing the students’ frame of mind usually requires reframing our own. A new perspective will chance to reconsider students’ needs and our role in the classroom.</p> <p>If you are considering teaching elderly students or already have some experience which you want to share, come to this session to have your mind reframed and to get a nice kit of practical solutions and activities which are easy to prepare and keep your students' fragile egos safe.</p>	
Plenary 3 16.00 – 17.00	
Room A Plenary speaker: Fitore Sulejmani, Berat University, Albania (ELTA Albania) <i>Escaping the “Death Valley” of Burnout</i>	
Abstract	
<p>Burnout is one of those road hazards in life that high-achievers really should be keeping a close eye out for, but sadly—often because of their "I can do everything" personalities—they rarely see it coming. Because high-achievers are often so passionate about what they do, they tend to ignore the fact that they're working exceptionally long hours, taking on exceedingly heavy workloads, and putting enormous pressure on themselves to excel—all of which make them ripe for burnout.</p> <p>Teacher burnout as a term was coined not recently. For philosophers and educators it is not a simple result of long hours. The cynicism, depression, and lethargy of burnout can occur when</p> <p>Teachers are no longer <i>in control</i> of how they carry out their job or when they are working toward goals that <i>don't resonate</i> with them. Moreover it gets contagious, becomes accepted behavior, influences others and</p>	

eventually comes to define the climate of the staff room.

What are the causes and effects of teacher burnout?

Is there a remedy?

Is it possible to escape it and how? Some of the questions that will be addressed and attempted for an answer in this presentation.

Papers 17.00 – 17.30

Room A

Kristina Popovska, *Elpida Karamandi- Bitola, Macedonia*

Teacher's feedback as an important part of student's learning motivation

PA TD LCT LP
INT

Abstract

Feedback is one of the most important parts of the teaching - learning process. In the history of teaching feedback has always had a very important role. Giving students a relevant feedback can improve learning process and student's results. When students learn new things they must have guidance through information whether they are doing it the right way or not. Teachers should always know and improve their ways to give feedback in order to encourage their students to improve their knowledge and skills and always try to do better next time. Otherwise feedback can have negative effect on the learning process. When students are informed how they did on a certain task they develop awareness of their learning and in this way it's easier for them to recognize their mistakes. Feedback should always be as specific as possible, given on time, directed to the learner's advancement toward a goal, presented carefully.

Workshops 17.00 – 17.45

Room B

Tim Bowen, *Pilgrims Teacher Training, Canterbury, UK*

Don't forget about pronunciation

WS SE TE AD
TD LCD LP

Abstract

A series of practical activities designed to raise learners' awareness of different aspects of pronunciation – sounds, stress, intonation and sounds in context.

Room C

Dragana Andrić, *ELTA Serbia*

Using Drama-Based Instruction to Improve Speaking Skills

WS PR LCD
☀

Abstract

EFL teaching is traditionally associated with working on texts. Reading, discussing or translating a page full of words in your textbook is what you usually expect to see in a classroom. But the students learn more effectively when those texts are given meaning and brought to life through various useful and engaging activities.

The aim of this workshop is to introduce the use of drama techniques as a means to facilitate language learning and improve speaking skills. Drama-based activities, presented in this workshop, bring the characters from our textbooks to life and immerse the students into the fictional world of the story. They draw on students' creativity and give them an active role in acquiring and utilizing their language knowledge.

Room D

Alenka Tratnik, *IATEFL Slovenia*

How to engage students using Cuisenaire rods

WS ALL

Abstract

Would you like your students to be focused, engaged, enthusiastic and paying attention in your class? Use Cuisenaire rods, a collection of rectangular rods, each of a different colour and length. They can be used on the spot without any prior preparation, either to practise tenses, recycle vocabulary, focus on word stress, or tell stories. In this practical, hands-on workshop I will showcase a number of communicative activities using Cuisenaire rods designed to be used with a variety of levels and classroom types.

Papers 17.35 – 18.05	
Room A Metaxeni Symeonidou, Music Junior and Senior High School of Drama, Greece Who is in charge of your class?	PA SE LCD LP
Abstract	
<p>Are teachers nowadays in charge of their own class? Who should be in charge of the classroom? All teachers face this crucial problem in the classroom. Successful teaching outcome is achieved when teachers, learners and parents collaborate well. Success in learning a foreign language depends not only on teaching methodology and linguistic analysis, but also on what goes on inside the classroom. In this complex world, it takes more than a good school to educate children. Apart from motivational sessions, learners need structure. They need to trust their teachers and their peers in order to feel comfortable in class and perform well. A mutual relationship based on trust and respect from teachers to learners and vice versa must be established from the very first day each learner joins a class.</p> <p>What are the major discipline problems which lead to “passive aggressiveness”, “unacceptable” behaviour at school? How can teachers improve their learners’ behaviour, encourage cooperative learning and foster respect inside and outside the confines of a class? The issues of classroom management, classroom discipline and communication among teachers-learners and teachers-parents will be discussed in this presentation.</p> <p>“Learners are the world’s most valuable assets”.</p> <p>Key words: Classroom management, discipline, communication, learning atmosphere, respect, confidence.</p>	
Workshops 17.50 – 18.35	
Room B Ymer Leksi, ELTA Albania Cyberbullying – make your choice!	WS YL SE LCD LP
Abstract	
<p>This presentation deals with the development of an app and social issue online users are sensitive about. Though not often considered seriously enough it is connected to individual safety and quality of life, as the threat gets right into your heart. The cyber threat is sophisticated and easy to do but difficult to handle as you have to deal with an anonymous face. The victims of Cyberbullying, often suffering in silence, are given the opportunity to raise their, awareness and share opinions through which they increase knowledge, feel supported and support others. It is finalized with a call for action, where users take further steps to prevent and resolve the problem. The scientific data is offered to the users through links, hyperlinks, e-books newsletters and leaflets (from different NGO-s that deal with Cyberbullying) included in the Resources section.</p>	
Room C Tatjana Jancić, Ekonomsko-trgovinska škola, Serbia Talk to me in culture	WS SE LCD LP INT
Abstract	
<p>This is a dynamic and challenging workshop in the manner of a fun and educational talk show, where participants will see how to use and adapt the games from the US shows hosted by Ellen DeGeneres and Jimmy Fallon. These games require quick thinking, can be played by the students of all levels and even mistakes may not count as mistakes. They can be adapted to check the vocabulary being learned/acquired, the facts from the lessons or general trivia.</p> <p>For both teachers and students, the primary focus of these talk show games is on:</p> <ol style="list-style-type: none"> 1. Overcoming fear from speaking English in the class, 2. Increasing student participation in classroom activities while using their knowledge of the world, and 3. Helping students build their self-confidence. 	
Room D Ogerta Koruti Stroka, University of Tirana, Faculty of Foreign Languages, Albania Teaching through wikis- a case study	WS YL SE AD TD LCD INT

Abstract	
<p>Information and Communication Technology (ICT) has been integrated into curriculum design and implementation in Albania since a decade ago. By providing helpful insight for both teachers and students, integration of technology into teaching has completely transformed the way students learn and the way teachers conduct their classes. Although it is assumed that recent generation of teachers graduated from Universities would have advanced knowledge in using technology as a helping tool in their teaching process, unfortunately this is not the case. Lack of adequate gadgets, computers, and broad band internet connection are only some factors which play a significant role in the integration of technology into teaching. Nevertheless, this concept of integrating digital devices in teaching in every educational level is relatively new both for teachers and their students. Most of the teachers define themselves as digital immigrants and are intimidated by the computing skills of their <i>digital natives</i> students, who have their brain in their fingertips (Dudeney & Hockly, 2008).</p>	
Workshops 18.10 – 18.55	
Room A Dubravka Blažić, <i>Svijet jezika, Croatia</i> <i>Mnemotechniques</i>	WS ALL LCD
Abstract	
<p>Metaphors and associations are powerful instruments which help us memorise and make sense of certain concepts, words, structures and even pronunciation. First we will mention intelligence, Triune Brain Theory, synaptic connections and linking ideas. Some metaphors and associations will be shared with the participants in order to help them make their teaching easier and happier.</p>	
Workshops 18.40 – 19.25	
Room B Shpresa Hashani, <i>Lower Secondary School “Konstandin Kristoforidhi” (KETNET Kosovo)</i> <i>Active learning Approach Activities for students of different levels</i>	WS YL PR SE
Abstract	
<p>There will be a brief presentation and an introduction to active learning approach. Participants will then have a chance to engage in some activities in order to learn how to facilitate the activities in the classroom with their students. Activities will include several activities , such as : Follow the sound(finding a partner) a pair activity that helps speaking skill ; (logical) dictation used to enhance critical thinking; vocabulary (forming sentences, using paper cuts) a group work ;opposite adjectives (realized by a face to face activity in pairs) individual competition activity ; animals (group competition) including movement. Making questions (using key words) and answering to others (small group activity) used to include writing and speaking skill.</p> <p>There will be instructions given for each activity before the demonstration. Extra explanations will be given on how to expand the activities as well as how to adapt them for different students’ level.</p>	
Room C Sneza Filipovic, <i>Kolarac Foundation, Serbia</i> <i>Native vs. Non-native teacher - Changing perspective</i>	WS TD LP LCD INT
Abstract	
<p>Suddenly and unexpectedly, after twenty years of happily teaching English to my students, I was 'promoted' into a native speaker teacher! How? Of course, I started teaching Serbian for Foreigners! So I'll be comparing my experience as a native and a non-native speaker teacher (two in one). It is always interesting to have a new perspective, isn't it?</p> <p>During the workshop I will present some questions about the matter that I intend to answer. In the final part of the workshop I will try, with the help of the participants, to come up with a 'recipe' for a successful teacher.</p>	
Workshops 18.40 – 19.25	
Room D Reneta Stoimenova, <i>BETA Bulgaria</i> <i>Using song in the English classroom</i>	WS TD LCD LP INT

Abstract
Music is a key to a successful lesson, only one should know how to use it effectively. The workshop is designed to practically resolve that issue by exploring a number of creative techniques inspired by KA1 Erasmus+ training at International House London. The session will also briefly focus on an innovative online tool in which the PDF plan of the lesson has been uploaded and digitally visualized. Not only will this workshop keep you entertained, it will also make you want to experiment with the idea back at school. As the techniques can be used with lots of different levels, the workshop is suitable for primary, secondary and tertiary teachers.

SUNDAY 16 October 2016	
Plenary 1 9.00 – 10.00	
Room A Plenary speaker: Tim Bowen, Pilgrims Representative and Macmillan Education Consultant <i>What on earth is happening to English?</i>	
Abstract	
<p>In part i) of this plenary, we will review the sources of English words and expressions and also look at how the meaning of certain words has changed over time.</p> <p>In part ii) we will look at ways in which new words enter the English language and look at some of the sources of new terms and expressions from anthropomorphic buses to verbose politicians. We will also examine some of the latest words and the influences that cause changes in vocabulary use.</p>	
Papers 10.00 – 10.30	
Room A Gordiana Gjorgova, High School “Josip Broz Tito”, Skopje Emil Gjorgov, NEEA New England Educational Advisory <i>Maximize your students’ results by measuring what you teach!</i>	PA SE TE AD TD LCD
Abstract	
<p>Most teachers fall into the teaching routine of following the course book, trying to cover every single unit without being fully aware of the different needs of their students and the different level of skills and knowledge they have. The progress tests and end of year tests measure how much the students have covered what was presented in class. But is that all that you can do to maximize student learning? Analyzing learning needs and setting clear and measurable learning objectives can help you as an instructor, as well as your students measure the progress and the outcome of the teaching and learning process. This paper will focus on the importance of setting clear learning objectives and applying appropriate tools for measuring the outcomes of the learning process.</p>	
Workshops 10.00 – 10.45	
Room B Marjorie Rosenberg, IATEFL President <i>Practical, easy and fun activities for BE classes</i>	WA AD LCD
Abstract	
<p>Whether you use a coursebook or create your own materials, practical activities which raise learner involvement can often be added to a lesson. This workshop will give participants the chance to try out several ‘NTP’ (no teacher preparation) activities which can be used in a variety of business English settings and groups. They can be done as basic activities as well as be extended into long-term projects for the semester and incorporate the standard ELT four skills as well as aspects of business English soft skills. Come along to try them out and leave with some ideas you can use on Monday morning.</p>	
Room C Biljana Temelkova, Primary school “Gorgi Sugarev”, Macedonia <i>Gamification for inspiration</i>	WS YL LCD LP CDP

Abstract	
<p>There are so many teaching methods and techniques that teachers use to teach young learners memorize, reproduce and write the basic vocabulary. These methods and techniques are useful when it comes to teaching students that are already motivated and eager to learn, especially those in private language schools. But what do we do when we work with students that lack of interest in learning a foreign language, students that are not able to understand the main point of going to school and learning to read and write their mother tongue, student that see their English teachers as clowns who enter the classroom to amuse them and they don't even bother to write a word in their notebooks or say a word in English.</p> <p>This workshop and short presentation is about a research that made a little progress in the learning process of first and third grade Roma students who at the beginning of the school year were not able to follow the curriculum or cope with the tasks given at class and not capable of memorizing a word for the next English lesson. With the help of simple gamification and drama in the classroom they managed to do better.</p> <p>The 45 minute workshop will bring joy and engagement of the teachers interested in attending it.</p>	
Room D Marija Petkovska, DSULUD "Lazar Lichenoski", Macedonia Homework buddy	WS PR SE LCD LP INT ☀
Abstract	
<p>This presentation offers an idea about an activity that makes homework assignments, which students usually consider mundane and dull, appealing and interesting. It is a long-term activity that engages students in developing language skills without even being aware that they do homework almost every day. In order to reach objectives, students create a character who becomes their best imaginary friend for a certain period of time, and have to report about the time they spend together. They also have to take photos to justify their daily story, which makes the homework assignment a fun task to do. I shall also briefly describe the variety of objectives that can be set when this activity is introduced to students.</p>	
Papers 10.35 – 12.05	
Room A Viktorija Petkovska, co-author Andrea Petkovska Faculty of Technical sciences-Bitola, Macedonia The role of vignette presentations in improving EL teacher trainees' performance	PA TD LCD LP
Abstract	
<p>Vignettes, seen as short, impressionistic bits focusing on one particular event, character, idea or setting may be used in presentations and this paper highlights the use of this technique in teaching English language skills.</p> <p>The use of vignette presentations in teaching EFL may enhance students' motivation and boost their interest to participate in classroom activities. Students' active class participation may help in turning language students into language users which is seen as the ultimate goal of teaching EFL.</p>	
Workshops 10.50 11.35	
Room B Elizabeta Hristovska Icheva, Primary School "Ss Cyril and Methodius ", Macedonia When is the right time to implement IB Programs into the state school system?	PR SE TD LCD LP
Abstract	
<p>In this presentation we will talk about how international programs are implemented and incorporated into national education systems and when is the right time for the governments to do so. Whether we are teachers or learners or government bodies we are all international these days, considering the IT world and the impending changes.</p> <p>To work internationally in English have two graphic paths: the one requires certain competences involving not only language but also preparedness for changes and motivation for higher level of competences and professional development, teacher profile, interpersonal and intercultural proficiencies, and strive to be a longlife-learner; the other path requires government bodies preparedness for system changes, capability to</p>	

support and awareness of the risks, benefits and opportunities. This session is going to offer invaluable information on latest trends in the region and further on implementing the International IB programs into the state schools.			
Room C Kristina Laova, Primary school "Vasil Glavinov", Macedonia <i>When all other means of communication fail, try words</i>		WS	PR LCD LP
Abstract			
<p>Tapping into the visual connections in our students' mind triggers a cerebral, etching operation of learning and provides an unforgettable learning experience. The productive skills are as important as the others, especially speaking on which we will focus during the workshop.</p> <p>Speaking activities based on a stimulus yield an amazing output. Starting with an array of challenging and engaging speaking activities along with error correction (un)provided while speaking and different aspects of it and going over the Ten Commandments of speaking assessment, we conclude that the learning process notwithstanding the students' age will make use of a single Lego brick box.</p>			
Room D Valentna Kikerkova, Primary school "Sv. Kliment Ohridski", Macedonia <i>Using puppets to motivate young learners to Speak, Act and Sing</i>		WS	YL PR LCD LP
Abstract			
<p>Puppets are very versatile resource media in the classroom, especially when you work with young learners. The classroom practice shows that in some situations the students more readily respond to puppets than to the teacher. The students are even more enthusiastic in manipulating with them. All English teachers need to have a puppet which only speaks, understands and answers in English The puppets can differ from simple drawings or longer lasting and they can be used in different situations to motivate young learners to speak, act and sing.</p>			
Papers 12.00 – 12.30			
Room A Marija Dzonova, Q Language School, co-author Marija Vaneva, UACS, Macedonia <i>Dyslexia-Friendly English Classroom</i>		PA	TD SEN LCD LP CDP INT
Abstract			
<p>"Inclusion, not integration!" should be one of the lesson objectives for teachers who teach mixed ability classes, including dyslexic children. In order to achieve this objective, we have to create a dyslexia-friendly atmosphere, safe teaching and learning environment that can stimulate sound inclusion, not mere integration of these students. This presentation explores the different approaches, techniques and strategies that ought to be used when intending to create a friendly English language classroom composed of dyslexic students. Different reading carpet activities, cartoons, illustrations, podcasts, audios and videos, mind mapping, different learning styles, and a specially designed dyslexic font are only some that would motivate the dyslexic students, catch their attention and make them feel comfortable in class and motivated to learn. The approach teachers take towards them and the way they engross these students contributes enormously to creating friendly classroom where dyslexic students would feel appreciated and helped in their learning.</p>			
Workshops 12.00 – 12.45			
Room B Dragica Zdraveska, SOL (Sharing One Language) <i>Focus on listening skills. Helping learners develop strategies to better understand authentic language</i>		WS	PR SE TE LCD IN
Abstract			
<p>Recent ELT trends have generated a stronger focus on listening in the classroom. This was due to language acquisition theories (theory of input) and its role in language learning as well as the actual need to help learners' understand authentic speech especially in English- medium education.</p> <p>The teachers need to design classroom procedures that will teach learners 'how 'to listen and increase their</p>			

<p>awareness of strategies that can make up for their lack of linguistic knowledge especially at lower levels. The workshop will provide useful insights into a listening lesson format and classroom procedures. The attendees will participate in practical, hands-on activities and will be given useful reading materials on the topic as well as suggestions for authentic listening resources.</p>				
Room C Slavica Stojchevska, Primary school "11 Oktomvri", Macedonia <i>Inspire, motivate and engage learners with original teaching aids</i>			WS YL PR LCD	LP INT ☀
Abstract				
<p>Every teacher needs creative and original aids ready for the numerous excited heads waiting for another learning journey. The workshop examines realia, an ordinary objects that have been transformed into effective teaching tools. Later, several teaching aids made by students will be presented that have proven to be effective, didactic and contribute to fun oriented classroom. Finally, participants will be introduced to digital tools that can transform the teaching practice and improve students' learning experience. Therefore, the intention of this workshop is to inspire educators to refresh and try to implement new aids that will facilitate and transform the classroom into an interactive learning space. The tools presented are considered to be more relevant for teachers working with young learners.</p>				
Room D Narcisa Blazevska, Primary school "Krume Kepeski", Macedonia <i>How to develop a smart IEP</i>			WS PR SE SEN	LCD LP
Abstract				
<p>With the introduction of inclusive education into Macedonian educational system, writing Individualised Education Plan (IEP) has become an integral and compulsory component of every teacher's portfolio. However, we teachers have started facing some questions like: Am I developing an inclusive classroom? How well have I identified SEN students' potential? Is my planning correct? If these questions have attracted your attention you are definitely aware of the fact that becoming an inclusive teacher requires effort, planning, resources and knowledge.</p> <p>Drawing on both theory and personal experience this workshop will present the key elements of writing IEP, setting smart goals and defining the outcomes. It will also look at facilitating skills and techniques to ensure that you get the most out of each activity planned for your SEN students, especially the ones with dyslexia or Asperger's syndrome.</p>				
Papers 12.35 – 13.05				
Room A Silvana Neshkovska, co-author Stela Bosilkovska, Faculty of Education - Bitola, Macedonia <i>University Students with Disabilities and ELT</i>			PA TE LCD LP	
Abstract				
<p>Contemporary society is under constant pressure to provide people with disabilities with equal opportunities. Logically, the first step in that direction implies providing them with access to all levels of education. At first glance, this task seems quite simple, nevertheless a closer look at the core of this issue reveals the immensity and complexity of the matter. First and foremost, there is a wide range of physical and mental disabilities. In addition, their manifestations could vary from mild to extremely severe ones. This immediately raises a series of contentious issues. Are mainstream EFL teachers adequately prepared to deal with such a great challenge? Is it really possible to teach students with disabilities alongside with regular students? Is it possible to turn the regular classroom into equally conducive environment for all types of students?</p> <p>This paper examines the current state of affairs regarding the inclusion of students with disabilities in the EFL academic courses in the Republic of Macedonia. The findings brought to the forefront rest on interviews with university teachers of English and students of English who agreed to share their experiences and viewpoints regarding this issue.</p>				

Papers 12.50 – 13.20	
Room B Simona Lokvenec , <i>Centre for Foreign Languages, Skopje, Macedonia</i> <i>Literature as an Art-Based Intervention in the EFL Classroom</i>	PA TD LCD LP
Abstract	
<p>In an age when interdisciplinary studies, technology and multi-faceted teaching/learning approaches are emerging, EFL instructors need to adjust, challenge already existing school curricula and improvise more than ever. Thus, in my talk I will illustrate why/how literature should be integrated as a creative tool in the process of language acquisition, which as a method seems to be rather underrepresented in the Macedonian EFL context, if not almost non-existent. By using this literature-based approach not only are the four language skills addressed, but critical thinking, personalized learning and socio-cultural awareness are enhanced, among others. I will also discuss the notion of resisting written texts, as well as argue that no teacher should be a literature expert in order to introduce literature in their classroom. In addition, my talk will focus on teachers becoming agents for social change via incorporating literary texts in their teaching practice. Finally, I will address the potential problems stemming from (over)using literature in the process of teaching.</p>	
Room C Tatjana Jovcevska , <i>Primary school "Straso Pingjur", co-author Marija Vaneva, UACS, Macedonia</i> <i>Understanding and Promoting EFL Vocabulary Instruction – A Case Study of Macedonian Primary Schools</i>	PA TD LCD LP INT
Abstract	
<p>This presentation looks into an L2 vocabulary teaching environment through a collection of vocabulary teaching strategies, while it gives a general overview of the most exploited vocabulary teaching techniques in the primary classroom. More specifically, it evaluates the relationship between the theoretical principles and the practical applications of the selected teaching strategies in Macedonian public primary schools, and portrays the findings of a research conducted in the Macedonian setting. The research shows that Macedonian teachers need to gain a better insight into the teaching strategies in order to transform their practice in favour of students' acquisition. Thus, the main aim of this paper is to suggest vocabulary teaching strategies that would boost teacher's creativity in class, hoping to provide basis for their successful implementation, which would result in students' bigger motivation and involvement in class and, consequently, in their achieving better results in the language learning process.</p>	
Room D Lela Ivanovska , <i>Faculty of Information and Communication Technologies, Bitola, Macedonia</i> <i>Students' attitudes towards technology in improving EFL</i>	PA TE LCD LP
Abstract	
<p>The rapid evolution of technology has made great changes in education. Technology not only gives learners the opportunity to control their own learning process, but also provides them with ready access to a vast amount of information over which the teacher has no power or control. Technology, along with its various tools, has become an essential element in the process of teaching English as foreign language. The most effective technology tool is computer. It is essential for the use of most other technologies. With the help of multimedia and Internet, integrating computer in teaching and learning English language has become more effective and useful. Both multimedia and Internet can help effectively in teaching and learning English language, making that more interesting, enjoyable, and useful.</p> <p>The research will try to examine university students' attitudes towards the efficiency of technology in English language learning in particular in an ESP classroom.</p>	
Papers 13.10 – 13.40	
Room A Miroslava Pavlova Anevskaa , <i>Primary school "Lazo Angelovski" Macedonia</i>	PA PR LCD LP

Cases of successful inclusion of autistic children in primary schools	
Abstract	
<p>It seems that teachers only become aware of the challenges of teaching autistic children only when they meet them in their classrooms. And then they have the freeze effect: What do I do? How do I teach my autistic student? This presentation is a description of cases of successful inclusion of autistic children in mainstream primary school. In hope to help teachers find some of the answers they may have on teaching autistic students, we are going to focus on the steps, measures and procedures followed in couple of examples in which autistic children had effective social and academic inclusion.</p>	
Papers 13.25 – 13.55	
Room B Bela Gligorova, NOVA, Macedonia <i>Conceptualizing (the) language of ‘the Post-Other’: The Balkan(s) and English as a medium</i>	PA SE TD LCD LP
Abstract	
<p>As an educator at an international school located in a pre-dominantly Balkan cultural milieu, I see myself crossing several contact zones (sometimes more than one, simultaneously). While there is a dangerous sense of enjoyment that comes with this sort of ‘cultural ventriloquism’, on the behalf of said practitioner, I cannot but help and wonder about its long-term effects. Exacted through the medium of the English language, students are encouraged to live out in what seems like a cultural safe-haven: as they are continuously reminded of dominant social paradigms (gender, race and ethnicity, sexuality, religion, to name a few) and their operational value within ‘an imagined international community’, the cultural identity of their discourse becomes foreign, un-Balkan, yet also un-English (perhaps a quiet cosmopolitan? a delocalized ‘other’?). They seem to remain dwellers of a cushioned ‘non-place’, a cultural contact zone within a larger contact area, for the duration of their studies, and even beyond.</p> <p>Thus, I am interested in discussing the following aspects –</p> <ol style="list-style-type: none"> 1. By attempting a delocalized ‘territory of culture’ through their respective missions and objectives, do international schools in the Balkans contribute to a (re)creation of a ‘pseudo nation-state scenario’? 2. Even so, could their products (students) legitimately question the unspoken acceptance and affirmation of culturally determined roles, imposed on Balkan individuality by various mechanisms of compliance (governmental decisions, communal practices, tradition and gossip)? <p>Yet, when all is said and done, who is to implement a newly designed cultural mythos: individuals or institutions?</p>	
Room C Sofija Dojranlieva, Faculty of Philology “Blaze Koneski”, Macedonia <i>Promoting Autonomy in the Macedonian EFL Classroom: Following in Leni Dam’s footsteps</i>	PA PR SE LCD LP
Abstract	
<p>The purpose of education is to support learners to become autonomous, i.e. self-directed, self-monitoring, self-motivated and lifelong learners. Inspired by Leni Dam’s work, this presentation will focus on a personal experience of teaching and exploring my own and a colleague’s attempts at promoting learner autonomy in two starkly different contexts (one primary school and the other secondary) in Skopje. It will suggest practical ways of incorporating specific materials that promote autonomy, all easily adaptable to the official Macedonian syllabi and suitable for the learners’ age and their diverse learning styles. Furthermore, this presentation will discuss the benefits and challenges experienced while developing and using the learner autonomy-inspired materials, specifically focusing on the effects they had on the teaching/learning process. I will share my main learning moments and invite the audience to discuss any aspects of learner autonomy that are relevant to and feasible for their teaching contexts.</p>	
Room D Zorica Trajkova, Ss. Cyril and Methodius University, Macedonia	PA TE LCD LP

Teaching grammar the fun way	
Abstract	
Grammar seems to be the most difficult part of learning a language so creators of teaching materials must design grammar exercises which will make studying it more enjoyable and fun. This paper presents various techniques which can be employed by material designers to present grammar to students in the most acceptable manner so that they can adopt it easily. More precisely, it offers practical examples from the textbook aimed at teaching English for law enforcement students designed specifically for students at the Faculty of Security in Macedonia. However, the paper offers advice on how these types of exercises can be adapted for teaching English to all levels and for all purposes.	
Plenary 2 14.00 – 15.00	
Room A	
Plenary speaker: Shpresa Delija, University of Tirana	
<i>Pop up and get their minds move about</i>	
Abstract	
Educational system is changing day by day. But still changes are very small and slow as you find it difficult to notice. This presentation will show the teachers how important is to drive students towards free thinking, exploring, innovating, creating, tinkering, changing, doing, constructing, experiencing and coming up with their own mindset about their autonomous learning, in order to inspire and motivate them to become efficient doers and makers in the learning setting environment. It will also serve as an echo to the schoolmasters, policy makers and the teachers to change their thinking on the education system and mode of its management. The school is a safe home for the students, and as such it will serve their academic and social behavior in social life.	

Poster presentations
Ana Kalajdjieva, Aynur Kaso, Faculty of Philology “Blaze Koneski”, Macedonia
<i>Digital Game-Based Learning in the K-8 English Classroom</i>
Abstract
We live in a world where digital games have become a pivotal part of contemporary life. With the advent of the gaming industry, digital games have become a divergent, influential rhetorical form and method of storytelling in the past couple of decades. Certain types of digital games offer complex, multi-layered worlds which compel individuals to think critically and make meaningful choices while simultaneously enhancing their metacognitive skills; skills which, from a pedagogical standpoint, lead to good academic skills. Today’s digital games have the underlying potential to transform and revolutionize K-8 English teaching and learning. This study aims to show why digital game-based learning is an extremely effective teaching tool; how, when, and under what circumstances it can be successfully integrated into the basic curriculum of K-8 English classrooms in addition to illustrating the development of digital game-based learning in terms of classroom practice.
Aleksandra Popovski-Golubovikj, ELTAM President
<i>The ‘Horror’ of Materials Development</i> ☀
Abstract
Materials development – we all think we know what it is but we actually do not know the ‘horror’ it entails. The process of materials development is not an easy task to undertake because it involves more than having a great idea about a piece of material we can use in the classroom. It is a process that needs to have a framework informed by a certain set of principles which on the other hand is created based on our own opinion of what language learning is for us. Once you embark on this journey you are faced with constant pressure of the publisher’s requirements or even if you are not writing for a publisher, you need to know or guess what teachers

and language learners would like to work with in the classroom. PARSNIP, SLA, market demands, writing and revising, sleepless nights, nightmares about what to include and what not to include – horrors of materials development.

Hilda Softic, Vanja Spasovska, Miranda Kadriu, Marina Marina Ivanovska, Jovanka Jovanchevska-Milenkoska, UACS, Macedonia

English pronunciation for young learners – Tips

Abstract

Macedonian speakers of English learn English as a foreign language from their youngest age. However, there is no real special coaching present in our schools. The goal of this poster is to help young learners acquire the most native-like pronunciation from their youngest age.

Tatjana Gjorgjievska, Primary school “Goce Delcev”, Macedonia

Seeing is Believing! Motivating screenagers by using video in ELT classroom

Abstract

Video is a great resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production. Benefits of using video in the EFL classroom are :

V isual and subject literacy is developed

I nspires critical and creative thinking

D evelops subject knowledge and cultural awareness

E nhances learner motivation and confidence

O utside world is linked to learning inside the classroom

Here are some classic video activities to get you started: Split viewing; Vision on-Sound off - Dubbing ;

Observe and write; Ordering the events ;Watch and discuss; Dictogloss; Pause and predict –what is going to happen? ; Novelty

Recommended sites : <http://lessonstream.org/> : <http://film-english.com/>

Videos- INSPIRE interest and engage students, INFORM and INTEGRATE with language teaching.

general conference

notes



general conference

notes





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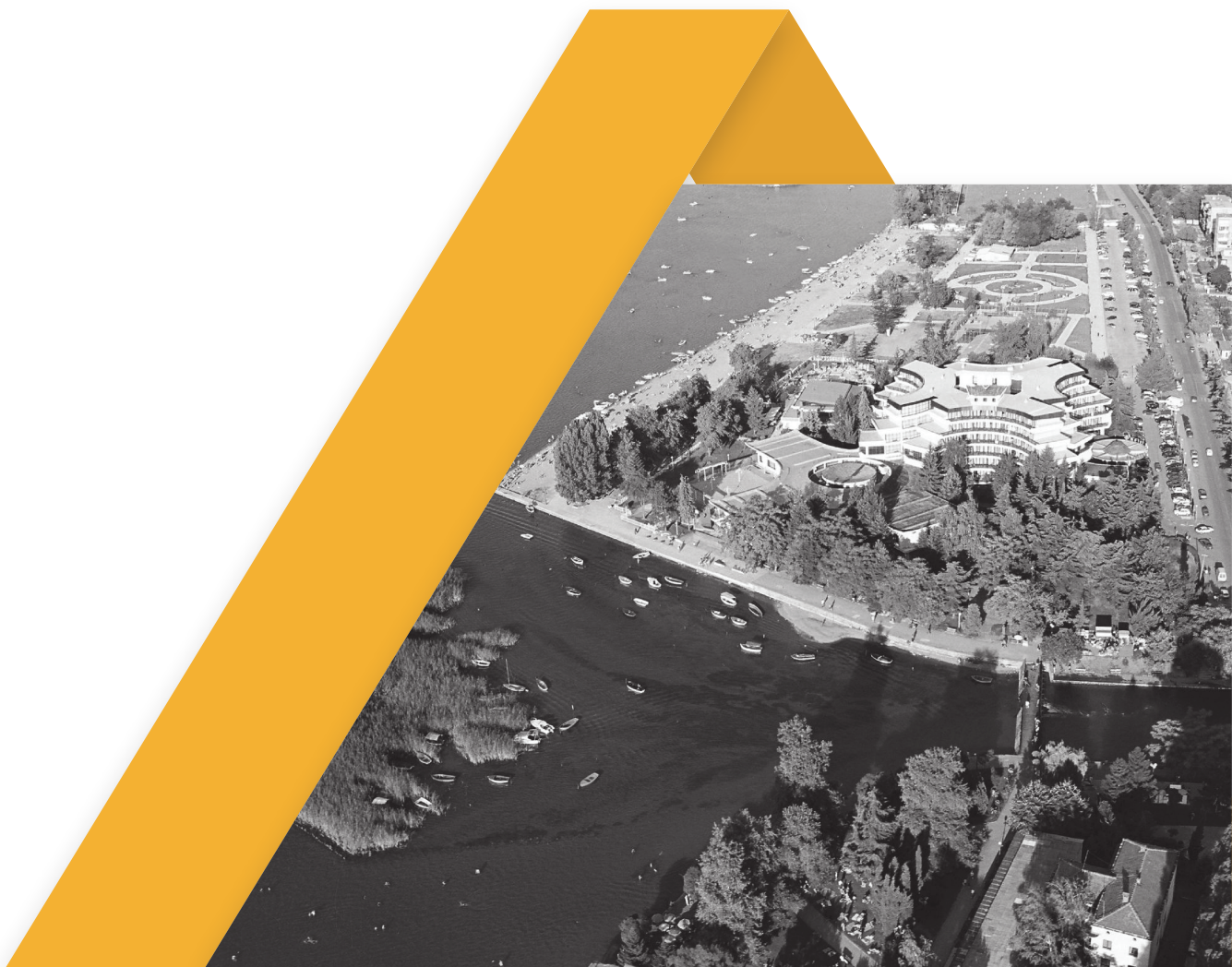
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