

E-Newsletter

Bulgarian English Teachers' Association

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Editors' Corner



Dear reader,

The March-April issue of the BETA-IATEFL E-Newsletter (no. 40) is proud to present the works of the three finalists in the 11-th Round of Lesson Plan Competitions of the Association.

The 11th round of BETA lesson plan competition was open to all English teachers and teacher trainers – members and non-members of BETA. This year it followed the theme of the 28th BETA-IATEFL Annual International Conference (Changing the World One Class at a Time: Getting Through to Students) held later in May in the 2019 European Capital of Culture.

As is customary, the aim was to encourage teachers to prepare a lesson focusing on practical teaching techniques for presenting grammar / vocabulary, or speaking, or reading, etc. Lessons for students at school (public or private) or university students alike. Any practical insights and solutions on getting through to students in this dynamic world including teaching language skills, integrating CLIL in the curriculum, cultural studies, assessment and evaluation, or the application of blended or e-learning in the ELT classroom are always highly appreciated.

Dr. Minka Paraskevova won the third prize in the 11-th Round of Lesson Plan Competitions of BETA-IATEFL. The target audience of her lesson are adults, fluent in English and taking Business English classes. She uses interactive teaching methods where her aim is to engage the listening, speaking, writing, reading skills of the students, as well as analytical thinking and presentation skills. We have reproduced the template of her lesson plan on Viral Marketing in a slightly different way to incorporate the presentation slides, which she has so kindly provided, in a visually comprehensive way.

Lyubomira Karnobashka won the second prize in the 11-th Round of Lesson Plan Competitions of BETA-IATEFL with her Lesson plan titled "Excuse Me". Her students, some very lucky 4th graders, have the opportunity to experience such teaching aids as IQ board, mobile phones, as well as popular websites and game sites and apps. Included in the hyperlinks she provides you will find two assigned home tasks of two of her very own students. At the core, her lesson plan, and her methodology as a whole, is focused on integrating mobile and internet technologies that students use in their leisure time as tools for learning.

Diana Velcheva-Emmanouilidou's Lesson plan, "The Cat Story," won the first prize in the 11-th Round of Lesson Plan Competitions of BETA-IATEFL. Her approach is

to engage learners by showing them that learning can be fun and entertaining. A frequent contributor, Diana takes us through her process of creating a play with her students (9 to 10 year olds) all the while teaching and revising grammar, vocabulary, and developing reading and writing skills.

Please note that some changes in style have been introduced in issue no. 39 of the BETA E-Newsletter and our publication is now strictly following MLA 8th edition, in case you missed that, check out the Notes for Contributors Section in any of the subsequent publications. You will find other minor points in the Notes for Contributors section that can help you and guide you in the submission process.

Feel free to get inspired and send us your work, presentation of classroom experience or project! Or why not send us a letter to let us know what you thought about some of our recent papers? Publications and commentaries, as well as inquiries, should be sent to the Editorial team at betaiatefl.publish@gmail.com.

Happy reading!

Issue Editor

Polly Petcova



Dr. Minka Paraskevova is currently an Assistant Professor of English at Prof. Dr. Assen Zlatarov University of Bourgas in Bulgaria. She is a long term TESOL teacher of English in her own country, the Czech Republic, Ireland and the UK. In 2017 she completed a TESOL teacher trainer course at Oxford English in Barcelona, Spain. In 2018 she joined the IB examiner team on the English and Literature Diploma course. Her doctoral interests lay in the fields of English, Drama and Performance and culture and communication. Her publications range from Scottish drama and culture in Germany, Bulgaria and India to English language learning for young learners (co-authored the Bulgarian adaptation of *Super Minds* by CUP), online teaching techniques in *Humanizing Language Teaching* journal, language identity and creative methodologies in tertiary education (a future publication with Cambridge Scholars Publishing). Dr. Paraskevova is a member of the Bulgarian Society for British Studies (affiliate of ESSE) and BETA-IATEFL.

Viral Marketing

Minka Paraskevova

Lesson plan

Teacher: Dr. Minka Paraskevova

Age of students: 35

Level: C1

1-2-1 Lesson: Viral Marketing

Teaching aids and materials: Skype medium, PPP, [audio file](#).

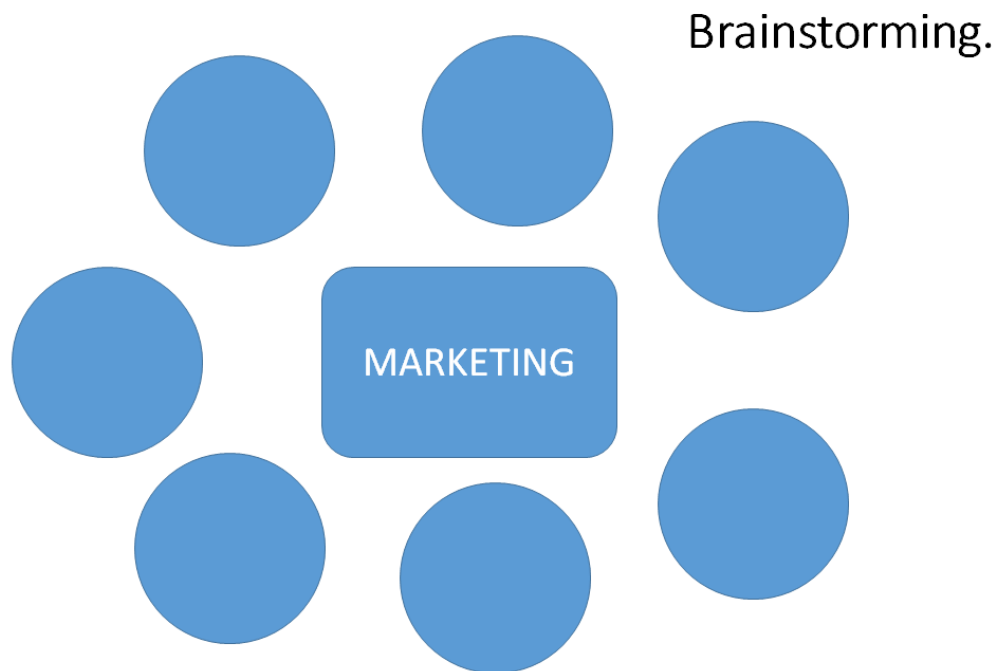
Background of the group: This is 1-2-1 class with an adult fluent in the language and taking Business English classes. The lesson is applicable to group teaching too.

Main aim: To develop the listening, writing, speaking, reading, analytical thinking and presentation skills on the topic of viral marketing .

*This lesson plan is accompanied by a power point presentation. The appropriate slides have been reproduced here in their corresponding place for the convenience of readers (Ed.).

WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Brainstorming: to activate specific vocab	To raise interest in the topic and set a linguistic context	S-T	10 mins

Presentation slide 1



WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Pre-discussion: what S knows about the topic	To introduce the topic in the previously set context	S-T	5 mins

Presentation slide 2

Pre-discussion.

What do you know about viral marketing?

Can you give any examples?



WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Listening for gist	To bring further clarification, definition and examples	S-T	10 mins

Presentation slide 3

Listening task 1.

Listen to the recording and say:

- What is viral marketing?
- What is the most remarkable fact about it?
- Can you give an example?



WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Listening for specific info	To listen for details and develop listening, writing, and analytical skills	S	25 mins

Presentation slide 4

Listening task 2.

Listen and take notes about:

- the key elements
- Feasibility and range of effectiveness
- Applicable for what industries



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WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Practice 1 - speaking -a discussion about the advantages and disadvantages of VM	To analyse the main concept and express personal views in order to link TL with old knowledge	S-T	15 mins

Presentation slide 5

Discussion.

What are the advantages and disadvantages of viral marketing in your view?

ADVANTAGES	DISADVANTAGES

What is the future of viral marketing?



WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Practice 2 - Free practice in a new contextualised reading/speaking task	To set a new context and test S's understanding	S	15 mins

Presentation slide 6

Identify which of the elements below are suitable to run an effective viral marketing campaign.

1. Buy access to information about people's email addresses, and then send your message to them all.
2. Have a button on your site that visitors can click to send your link to their friends.
3. Let people email free postcards or greeting cards from your site.
4. Pay people a percentage for each person they forward your message on to.
5. Send out a newsletter that people can send on to their friends.
6. Supply some free software.
7. Target only a small specific market group.
8. Use small cheap servers to save money.
9. Use TV advertising.
10. Write an article and allow others to publish it on their site.



Lyubomira Karnobashka is a graduate of Shumen University, Dobrich. She teaches at “Stefan Karadzha” Primary School in Dobrich (first-through-fourth grade) as well as at Shumen University, Dobrich. She’s been interested in different teaching methods and their benefits ever since she was a student and this is reflected in some of her work (“Comparative Analysis of Exercises to a Lesson with an Interactive and Whiteboard,” “Teaching young learners through rhymes”*)).

The integration of mobile and web technologies into education is a necessity for the development of every teacher, but is also our great responsibility. How do we balance the resources we have in order to make them useful and effective? These issues are the primary focus of her research.

*In 2018 she received an award from the mayor of Dobrich for her contribution to education for the two articles mentioned above (Ed.).

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Excuse Me

Lyubomira Karnobashka

Lesson plan

Teacher: Lyubomira Karnobashka

Age of students: 9 - 10

Level: 4th grade



Lesson: Unit 14, Lesson: Excuse me

Teaching aids and materials: IQ board; mobile phones; Blue Skies - Students' book for the 4th grade; Hyperlinks: [Quizizz game](#); [learningapps game](#); [Google maps](#); [Stanimir Marinov's homework at quizizz](#); [Denislav Dimitrov's homework at quizizz](#).

Background of the group: 4th grade students from OU “Stefan Karadzha” Dobrich

Main aims:

- Revision of Past Simple Tense;
- Consolidation of knowledge about directions - left, right, straight ahead - urban orientation;
- Revision of the knowledge of the world's directions;
- the names of the countries bordering Bulgaria in English and Bulgarian main geographical objects;
- Enhancement of Interactive Board skills;

NB Focusing students' attention on the use of mobile and internet technologies as a helpful means of learning.

WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
Warm –up activity Introduction	We always begin our lessons with smiling faces.	Hello, students! Hello, teacher! Today we will be on an exciting journey.	1 min

Lead-in stage Review of past simple tense with quizizz game. The children play an online game on quizizz.com. Students use their mobile phones to participate in the game. Everyone needs to register their avatar with which they will participate. All the registered members appear on the IQ board and the pupils can follow their correct answers. After the information appears, the game begins. The pupils answer the same English questions as the set time is 30 seconds for the match. After the game ends automatically the winners are summed up by adding the answer time and the number of the true answers.	Consolidating the knowledge of past simple tense. Directing students' attention to the use of mobile phones as our friend in class. With this form of learning the pupils exercised their knowledge of the past simple tense and reading comprehension skills. Despite being pressed by time, students showed high concentration and achieved excellent results.	The last few lessons we were in the past, and our companion were the incredible stories of Wanda and Wiz; Professor Potter and Roger; The Martins; Jack, etc. Now we will meet our favourite characters. (please follow the link Quizizz game) Well done!	8 min
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The winner is the first player in our next game on learningapps.com. The second game includes questions about a revision of Bulgaria's geographic location and some of its main geographic locations. We use an interactive board to find the right answer. We play a game.	Encouraging students. A review of lesson 12, the students recalled the names of the countries with which Bulgaria borders and some of the main geographic objects in English. There was an interrelated connection with Man and Society.	And now we are moving to the latitudes of our beautiful homeland. I would ask the winner of the first game to come in front of the interactive board. (please follow the link)	10 min
The teacher asks questions about the location of Bulgaria and the countries with which it borders. The teacher asks for the direction England is in. The teacher sets the theme of the lesson (Unit 14).	Revise the knowledge of the world's directions, borders of Bulgaria and its main geographical objects.	You were great! Where is England? It is on the west. That's right! Now we are continuing our trip to England. We	2 min

		will be in an ordinary British city. To get a better orientation, please open your textbooks on page 60. Please, open your notebooks and write down the new topic.	5 min
The teacher reads the dialogues and after the first reading writes the unfamiliar words on the board. The teacher reads the dialogues once more. Students read the text in pairs.	Undertaking knowledge about the directions - left, right, straight ahead - urban orientation. Students are familiar with new words and pronunciation. They are now easier to translate the dialogues for themselves. Practise pronunciation of new and familiar words. They come up in the content of the text.	Excuse me Go straight ahead Turn left Turn right I'm lost Ok, now read the dialogues in pairs.	2 min
The teacher prepares students for the next	Practise communication in the English language	Students, we will now play the first dialogue	

practical lesson.		but we are leaving England and going back to our hometown. (please follow the link)	5 min
The teacher selects two students, starts the site, and looks at the screen, the children end up digitally at the gates of our school. Students use the words of the dialogue, one gives directions and the other moves virtually through the IQ board until reaches the desired object.(the hospital of Dobrich)	Practise the new words, reinforce the skills to work with an interactive board, and present an interesting way to explore every corner in the world through: Goggle maps.	Excuse me. Where is the hospital? Go straight ahead, then turn left .It's on your right.	7 min
Final part.	In the final part, the teacher made a summary of the material included in that English lesson.	Pupils this lesson we made an exciting journey that brought us to the various and	

		interesting directions of knowledge. You were great, thank you!	
Homework The teacher gives homework to the students to make a test using quizizz.com.	Focusing students' attention on the use of mobile and internet technologies as a helpful means. They will use all the tenses that have been studied.	Your homework is to make a quiz by using all the learned tenses in English.	



Diana Velcheva-Emmanouilidou is an English Teacher in "Mechtateli" Private Secondary School in Varna, Bulgaria. She is an innovator in the Bulgarian Educational System, providing completely different approaches in ELT. She is one of the winners in English Lesson Plan Competition of BETA in both 2017 and 2018. There is a movie about her innovative approach, shot by the Bulgarian National Television /on 28 March 2018, in "Little Stories" on BNT1/. BNT 1 and BNT 2 called her "one of the white swallowtails in the Bulgarian Educational System".

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"The Cat Story"

Diana Velcheva-Emmanouilidou



Lesson plan

Teacher: Diana Lyubomirova Velcheva-Emmanouilidou.

Age of students: 9 - 10 years old.

Lesson: Unit 1, "The Cat Story", Lesson 2.

Level: Movers.

Teaching aids and materials: Super Minds Student`s Book 4, Cambridge University Press; Super Minds Workbook 4, Cambridge University Press; Super Minds 4, Classware CD /Audio CDs, Games/, Cambridge University Press; Super Minds Teacher`s resources, Cambridge University Press.



Background of the group: The children are 4th grade, “Mehtateli” School, Varna, Bulgaria. No other background in acting or singing in English.



Main aims:

1. To exchange practical ideas and research findings on a broad range of topics such as Blended Learning, Content and Language Integrated Learning, Global Issues, Literature, Media and Cultural Studies in ELT, Teaching English for Specific Purposes, Teaching Young Learners and Teenagers;
2. To learn and confirm the speaking, to learn to write and read the new words /memory, museum, moonlight/ via reading, writing exercises, singing an interesting song, dancing and even creating our own play - “The Cat Story”;
3. To practice Past Simple Tense - regular and irregular verbs, used in the text.

This lesson is a part of the social, innovative, interactive system of learning English in our school, where English is fun and entertaining, attractive for all children, no matter their age, grade, religion or physical or mental inconveniences.

WHAT Stage / Procedure	WHY Objectives	HOW Interaction pattern	Timing
1. Warm-up Activity a. Greeting and Introduction b. Checking Homework	Creating friendly teacher-students atmosphere.	The interaction pattern teacher-children aims to increase childrens` creativity, activity and interest in learning English in a modern way.	10 min
2. Lead-in Stage – a. Teacher asks students to open their Student`s Books on page 16 and plays CD b. Teacher asks students to open their Students Book on page 16 and do the Exercise 1, which is reading and answering the questions by writing in the notebook.	The task is in order to remember the new words “memory, moonlight, alone, etc. (from the previous lessons). Reading and Writing Exercise	The teacher helps children with choosing a song from “Cats” The Musical by Andrew Lloyd Webber-the song “Memory”, training and performing the song, making right questions about the play, motivates the students to give their best.	10 min

c. Grammar focus - Teacher asks students to look at Exercise 2 on page 20 which is to act out a conversation with two cats and making questions in Present Simple and Past Simple Tense. 3.Interactive part- Teacher asks the students to make a circle, to act a part from the original play "The Cat story" by "Mechtateli" School. Teacher asks two of the girls to come in the center and sing "Memory" from "Cats" The Musical by Andrew Lloyd Webber.	Learning to build interrogative sentences, to put the words in the right order, to make questions in Present Simple and Past Simple Tense. Interactive learning the new words-memory, moonlight, alone, etc. Learning to speak, to build sentences via singing and dancing and to make their own original play and performance.		10 min 15 min
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Forthcoming Events in the World of ELT

IATEFL monthly webinars

For further information, visit: <http://www.iatefl.org/web-events/webinars>

IATEFL SIG Webinars

For further information, visit: <http://www.iatefl.org/web-events/sig-webinars>

TESOL Online Courses & Virtual Seminars

For information visit: <http://www.tesol.org/attend-and-learn/online-courses-seminars>

BETA Partners' Forthcoming Events

BETA members can attend the conferences for the registration fee paid by the members of the Host Associations

Writing for the BETA E-Newsletter

Have you ever wondered if you should write an article for the E-Newsletter of BETA?

- Please DO! Your contribution may act as a springboard for discussions, inspiration for colleagues or facilitate the work of fellow teachers!

What exactly do you have to do?

If you feel you have something you would like to share:

- Send us your article in MS Word format.
- Send us a photo of you (in jpeg format) and short biographical information (about 50 words) which will accompany your article.
- You will receive feedback from us within 10 days of your submission.
- Please, check the deadlines and the topics of the forthcoming issues. Note that the topics announced are just illustrative; if you would like to submit an article on a different topic, please do. It will be considered for publishing.
- We are looking forward to your contributions.

For further information contact: betaiatefl.publish@gmail.com

Notes for Contributors

- Your article must have not been previously published and should not be under consideration for publication elsewhere.
- The length of your article may vary - short contributions of 300 – 800 words are as good as long ones.
- Electronic submission of your article is preferred to the following e-mail address: betaiatefl.publish@gmail.com
- Text of the article: Calibri, 14 points, with 1.5 spacing, Justified.
- Headings and subheading: Calibri, 24 points, bold, centred; first letter capitalized.
- Author names and title as well as contact details should be submitted in a separate file accompanying the article. About 50 words of biographical data and a photo should be included.
- Author names should not appear in the file of the article itself.
- New paragraphs – to be indicated with one separate line.
- Referencing should strictly follow the MLA Style (8ed.).
- Italicize the titles of sources that are independent (they are published on their own and considered containers, e.g. books, anthologies, etc.), but use quotation marks for the titles of sources that are contained in larger works (e.g., short stories, articles, poems).
 - *The Awakening* (book)
 - *The Metamorphosis* (novella)
 - “Literary History and Sociology” (journal article)

- *Stanford Encyclopedia of Philosophy* (Web site)
- “Free Will” (article on a Web site)
- For quotations use double quotation marks, cf. examples below.
- In-text citations must include exact page numbers. Follow this example, According to Naomi Baron, reading is “just half of literacy. The other half is writing” (194). One might even suggest that reading is never complete without writing.

or

Reading is “just half of literacy. The other half is writing” (Baron 194). One might even suggest that reading is never complete without writing.

- The same reference must appear in the Works Cited list at the end of the paper, e.g.

Works Cited

Baron, Naomi S. “Redefining Reading: The Impact of Digital Communication Media.” *PMLA*, vol. 128, no. 1, Jan. 2013, pp. 193-200.

- Tables, figures or diagrams should be numbered accordingly and included in the relevant part of the text. Each should have an explanatory caption.
- The editors will not discard any material submitted, but they reserve the right to return papers for further editing when they do not follow MLA Style 8th ed. or common rules for academic integrity. The editors can make editorial changes.
- For further information about MLA 8th ed. visit the [website](#) or consult the [templates](#) provided.

Established 1991 in Sofia, BETA seeks to build a network of ELT professionals on a national and regional (Southeast Europe) level and establish the association as a recognized mediator between educators and state bodies, public and other organizations.

BETA members are English teaching professionals from all educational sectors in Bulgaria – primary, secondary and tertiary, both state and private. BETA activities include organizing annual conferences, regional seminars and workshops; information dissemination; networking with other teachers' associations and NGOs in Bulgaria and abroad; exchange of representatives with teachers' associations from abroad.

We are on the web:

<http://www.beta-iatefl.org/>

Thank you for your support!

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