From the BETA-IATEFL President

Past Events

Forthcoming Events

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Dear teachers and colleagues,

Welcome to the autumn issue of the E-Newsletter of the Bulgarian English Teachers’ Association (BETA)!

Although the scorching summer and high temperatures are behind us, we hope you have managed to soak up in the sun, spend quality time with family and friends and gather some energy. Now it’s time to reflect on our practice from the previous school year and start preparing for the new school year.

Our editorial team would like to invite you to browse through the pages of the electronic newsletter and learn more about forthcoming events in the world of ELT, as well as find a recap of some of those events which members of BETA-IATEFL have attended during the summer holidays.

We also provide the guidelines for future contributors as we would like to hear your opinion on a topic of mutual interest to English language professionals. You can send us your articles or materials for publication in the E-Newsletter to the following address: beta.iateflbg@gmail.com.

Have a successful, enjoyable and adventurous new school year!

Yours,

E-Newsletter Team
Dear BETA-IATEFL Member,

I hope you enjoyed the summer and are ready for a great year ahead.

As we begin this new school year, I invite you to take advantage of the various opportunities available to you as a BETA member. Here are some of the things that will not only help get the school year off to a good start, but will also help you stay fresh and inspired throughout the year.

First of all, be sure to check out this E-Newsletter for the latest news from BETA-IATEFL and the ELT world, useful teaching tips and ideas, plus key dates for your diary. Why not consider sending something in too? If you would like to send a report or an article for inclusion in the E-Newsletter, please read the section *Writing for the E-Newsletter* and contact the editor Tsvetelina Harakchiyska at beta.iateflbg@gmail.com.

Take part in the online teacher development events organized by the associations in which BETA participates as a member:

- SEETA online community - [http://www.seeta.eu/](http://www.seeta.eu/)
In addition, by visiting the websites above, as well as the BETA-IATEFL Online Conference Publications (http://www.beta-iatefl.org/publications/), you will get access to a wealth of online resources that will surely spark ideas to apply to your professional practice.

Last but not least, I look forward to seeing you at the forthcoming 22nd BETA-IATEFL Annual International Conference, which will take place in Varna from 21st to 23rd June 2013. This event is a great opportunity to meet like-minded colleagues from Bulgaria and abroad, stay up to date with the latest developments in ELT, and re-energize your classes and yourself!

There is certainly more to come. Stay connected and we will keep you informed of upcoming events, and special announcements through the BETA E-Newsletter, website, Facebook Group, and e-mail communication.

I wish you a happy new school year.

Sylvia Velikova
Question 1: How did you decide to start a career in English Language teaching?

In 1971 I was earning £15 from 40 hrs a week and I met this guy who earned £20 a week from 25 hours a week. He said he taught English. I found out where (it was in central London) and went for a job interview which I failed. I applied to the other language schools in the London yellow pages (about 6) and one Sunday evening a certain Frenchman rang me up and said his English teacher had just walked out from his central London Academy, and could I start the next morning, and I said I had never done this before and he said that’s OK I’ll explain it to you, so in 30 minutes on the phone he ‘explained how to teach English’ and how to find things in his school since he would
not be there himself, and the next morning I went in and did what he said. It was marvelous (for me, but the students seemed to enjoy it too ...), and soon I heard about a 4 week teacher training course at International House which cost I think £32. My wife paid for it and I never looked back. I had never thought teaching could be so much fun and so worthwhile.

Question 2: Was there a time in your career that you felt you have made the wrong choice? What or who inspires you to move on?

Oh yes I feel that all the time. And every now and again I go on an extended shopping trip outside ELT ... I mean I go off and learn and mix with stuff outside our usual ELT box, and get right into it and bring it back in some form into what I do in ELT and make it available to others. For example in the 80’s I studied many disciplines of facilitation for personal and professional growth, and facilitation as an approach to classroom teaching. These ideas came from Carl Rogers and from John Heron amongst many, and I studied a 2 year experiential course in facilitation at Europe’s first Humanistic University programme at the University of Surrey. This altered the way I directed the International Teacher Training Institute at International House in Hastings, and the teachers’ course we offered, and so on. In the 90’s I started a 2 year MA at Bath University in responsible business practice. How can businesses and commerce and organizations behave responsibly towards people and planet, and serve rather than exploit them? Great question! And then what are
the new modes of post heroic leadership required to bring about such changes? It was rather like doing the opposite of an MBA. And that too gave me a lot of useful material and skill to develop in my consultancies with school managers, directors and leaders.

Then in the last decade I have been studying modes of learning from experience, inspired by Action Inquiry, and that has led me to a great interest in systemic thinking which leads to different ways of asking questions and seeing ‘problems’ which has been immensely useful in the way I can help schools and organizations to develop. I have been fortunate in being able to make a living from following my curiosity to the things that interest me so much.

Question 3: What does it mean to you to be a plenary speaker at the BETA-IATEFL conference?

It means meeting and working and learning in the company of BETA teachers, sharing and exploring interests together. This is invigorating. It also means visiting another country and seeing and sensing different and similar ways of doing things. And confirming again that below the differences we are all the same, and want the same things, and face (and make) the same problems. It was a great pleasure to speak at BETA and to receive your hospitality and welcome, and your company. Thank you.
Reading Encouragement Conference
Balchik, July 2012
by Tsvetelena Taralova

Tsvetelena Taralova has been a secondary school teacher and Comenius project school coordinator for 8 years. In 2004 and 2007 she completed teacher training courses in Dublin and London, and in 2011 she participated in the Teaching Excellence and Achievement program in the USA. She is interested in ICT teaching and have coordinated 5 eTwinning projects. Also, she has authored several online articles on implementing computers in ELT. At present she works as the Head of the Foreign language department at school No 88 in Sofia.

The conference was organized by the Human Resource Development Centre (http://www.hrdc.bg) and its eTwinning section.

It took place in an outstanding place – the Botanical Garden in Balchik. Three months before, the Centre announced a reading encouragement contest for eTwinning European projects, which had to demonstrate good practices that encourage reading and use different interactive methods.

School No 88 was the third prize winner in the competition. The school participated with one activity which was part of the project called The Quest for the European Grail.

1 the eTwinning platform, www.etwinning.net, is an interactive site for the collaboration of European schools
The winning entry² was presented at the conference. This reading activity is a common story written and illustrated by students from six European countries with elements from national literatures.

Among the conference participants were teachers, librarians and guests who have contributed to implementing good reading practices in Bulgaria. First, Prof. Theodora Valova, PhD from the College of Pedagogy in Pleven introduced her views on the challenges in 21st century reading. Next, Svetla Petrova, PhD from the Center for Control and Assessment of Education Quality presented PISA 2009 Bulgarian reading results with the conclusions and recommendations. Third, the eTwinning ambassador Svetlana Varbanova demonstrated her good practice called "Literature walk in Dobrudzha".

Librarians from the cities of Dobrich, and Tarnovo presented successful reading activities implemented in their city libraries. Divided in two groups, participants could work on summarizing good national practices on reading encouragement. One of the groups was facilitated by Mariana Bakardzhieva, from the Bulgarian Teachers' Association.

The culmination of the conference was the exhibition entitled "What do you read?", where all the conference people presented a favourite book and gave it as a present to the newly opened library in the Botanical Garden. The conference was skillfully supervised by Milena Karaangova from the Human Resource Development Centre and Marina Grigorova from New Style Communications.

The participants stayed at the Botanical Garden's beautiful villas that used to belong to the Romanian Queen Marie, and could fully enjoy the amazing parks and the marvelous sea view during the four conference days.

Tsvetelena Taralova,
Head of the Foreign Language Department
at School No 88 in Sofia
E-mail: ts_taralova@abv.bg
TEACHER TRAINING OPPORTUNITIES
from British Council Bulgaria

Announces its new round of on-line teacher training courses:

On-line course No 1: PRIMARY ESSENTIALS

This is a development course for teachers of English working with young learners aged 5 to 12. The course contains audio, classroom video and community elements.

Target audience: Teachers of English working with young learners aged 5 to 12.

Start date: 10 October 2012

Booking a place: By 23 September 2012

For more information on the course, please visit:
http://www.britishcouncil.org/bulgaria-teacher-training.htm
**On-line course No 2: LEARNING TECHNOLOGIES ESSENTIALS**

**Target audience:**
- inexperienced teachers or teachers in pre-service training who wish to receive a basic introduction to ICT
- experienced teachers who are being introduced to learning technologies for the first time through in-service training

**Start date:** 10 October 2012

**Booking a place:** By 23 September 2012

For more information on the course, please visit: [http://www.britishcouncil.org/bulgaria-teacher-training.htm](http://www.britishcouncil.org/bulgaria-teacher-training.htm)

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**On-line course No 3: TKT ESSENTIALS**

**Target audience:** Can be potentially be used with a variety of teacher audiences, for example:
- teachers who are preparing to take the TKT test because they feel a UK-accredited test improves their prospects of promotion
- experienced teachers who want to refresh/update their knowledge of teaching theory in the communicative method
- experienced teachers who are not familiar with the communicative methodology
- inexperienced teachers or teachers in pre-service training who wish to receive a basic grounding in teaching theory in preparation for teaching practice.
For more information on the course, please visit:
http://www.britishcouncil.org/bulgaria-teacher-training.htm

On-line course No 4: CONTENT AND LANGUAGE INTEGRATED LEARNING

Target audience: Primary and secondary school teachers who teach curricular subjects in English.

Start date: 10 October 2012

Booking a place: By 23 September 2012

For more information on the course, please visit:
http://www.britishcouncil.org/bulgaria-teacher-training.htm
At the initiative of the Council of Europe, Strasbourg, the European Day of Languages has been celebrated every year since 2001 on 26 September.

Throughout Europe, 800 million Europeans represented in the Council of Europe's 47 member states are encouraged to learn more languages, at any age, in and out of school. Being convinced that linguistic diversity is a tool for achieving greater intercultural understanding and a key element in the rich cultural heritage of our continent, the Council of Europe promotes plurilingualism in the whole of Europe.

**Everyone can get involved in celebrating the European Day of Languages!**

You can find out how to do this on the following web site:


We are looking forward to receiving information from you about how you have celebrated the European Day of Languages at your institution! Please, send your materials to our e-mail address: beta.iateflbg@gmail.com
FORTHCOMING EVENTS IN THE WORLD OF ELT

SAVE THE DATE!

22\textsuperscript{ND} BETA-IATEFL ANNUAL INTERNATIONAL CONFERENCE

June 2013

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The 22\textsuperscript{nd} BETA-IATEFL Annual International Conference will take place between 21-23 June 2013 in VARNA in the Department for Information, Qualification and Lifelong Learning (DIQLL), Konstantin Preslavsky University of Shumen.
IATEFL-HUNGARY'S 22nd ANNUAL CONFERENCE
EGER, 5-7 OCTOBER 2012

Conference topic: INSPIRED – The Pleasure of Learning and Teaching

PLENARY SPEAKERS:

Margit Szesztay  Michael Carrier
Ken Wilson     Steve Oakes
Scott Thornbury  Bonnie Tsai

Registration fee for participants: 75 EUR

More information is available on: http://www.iatefl.hu/?q=node/136
The aim of the conference is to enable English language teaching professionals from Macedonia as well as from other countries to develop professionally by sharing their experience and ideas in all areas of ELT – Young Learners, ICT, ESP, etc. Continuing professional development is essential to our profession and we need to take any opportunity that arises to learn something new and apply it in our daily teaching. With this in mind we want to offer you one such opportunity and enable you to go back to your classrooms with some new ideas and practical activities.

Participants: English language teachers and professionals in the field of ELT at all levels from Macedonia as well as from the Great Britain, USA, Bulgaria, Croatia, Serbia Albania, Slovenia, Hungary, the Czech Republic, Greece, France, etc.

Plenary speakers: Tony O’Brien, Director of British Council for Western Balkans
Raymond Kerr
Olha Madylus

Closing date for registration of participants September 15, 2012

Conference fee: 60 EUR

For any additional information please go to http://www.eltam.org.mk or contact eltamconferencesecretary@yahoo.com
SEETA On line course

10-23 September 2012
Gavin Dudeney
An Introduction to Digital Literacies

Do you know your hypertext literacy from your texting literacy, your personal literacy from your participatory literacy? This extensive 2-week course introduces you to the concept of digital literacies and 21st century skills and examines both what they are and where they fit into your classroom teaching or training. Moving from theory to practice will ensure that key concepts are grounded in practical applications and teaching ideas.

SEETA Interview

September 2012
Mike MacCarthy's Q & A

Mike will answer the questions you posted - On video !
Date to be announced...

More information can be found on: http://www.seeta.eu/
Abstract: Suggestopedia is based on seven laws. One of them is the Use of Classical Art and Aesthetics. The paper reflects on the importance of introducing students to the beauty of the target language and the culture of the people it represents.

Key words: suggestopedia, art, beauty, second language acquisition, catharsis, global-partial, seven laws of suggestopedia

Suggestopedia was originally created as an experimental branch of suggestology – the science of suggestion – in the field of pedagogy by the Bulgarian psychiatrist and brain scientist – Dr. Georgi Lozanov. Forty five years have elapsed since the first appearance of the term in the Bulgarian specialized literature – the Narodna Prosveta Journal and forty three since its English equivalent was offered to the participants in the Settimana di Medicina Psico Somatica in Rome in 1967. Since then, the original theory and practice of suggestopedia has had a dramatic life which led it through its recognition as a psychotherapeutic method by the most prestigious Bulgarian medical professors at the time1;

the admiration and recommendation of the 20 member international expert
group of scientists appointed by UNESCO\(^1\); the confirmation of the results
received in Bulgaria by the State Academy of Pedagogy of Vienna, Austria\(^2\) and
the influence the humanitarian approach of suggestopedia has had on the
contemporary teaching and learning process in general and language
instruction, in particular.

For the purpose of this paper we will not elaborate in further detail on the
historical background of the suggestive – desuggestive pedagogy/
suggestopedia/ desuggestopedia/ reservopedia\(^3\). Here we will briefly define it
as a pedagogical trend that operates on the level of the reserves of mind of
the human being by using the means of Suggestion\(^4\) which liberates the
personality of previous negative conditioning (desuggesting) and stimulates
its development (suggesting) with positive effect on the health and education
of the personality in its integrity. Suggestopedia takes into account our
emotional and logical human structure, the richness of conscious and
paraconscious processes which characterize our individuality. It notices,
organizes and teaches how to make use of the weak signals which our whole
being exudes in communication. It stresses the importance of the peripheral
stimuli and perceptions in our lives. As such Suggestopedia is based on Seven
Laws which are observed in every moment of the suggestopedic interaction.

The careful reading of the Laws transmits the fine equilibrium between what
(the tangible matter of the study material) and how (the intangible attitude
of the humans partaking the process of instruction). Thus the Seven Laws are:

1. Love
2. Freedom
3. Conviction of the Teacher that Something Unusual is Taking Place
4. Manifold Increase of Input Volume

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\(^1\) The Journal of the Society for Accelerative Learning and Teaching, Volume 3, Issue 3, Fall 1978 (p.211)
\(^2\) The Journal of the Society for Accelerative Learning and Teaching, Volume 3, Issue 1, 1978 (p.21-37)
\(^3\) These terms have been given by Dr Georgi Lozanov to reflect the process and objective of the suggestopedic
interaction
\(^4\) The Anglo-Swiss Professor Sonia Dougal distinguishes between the suggestions such as the manipulation,
propaganda, etc. and “Lozanov’s Suggestion with capital S, which stands for liberation from conditioning
followed by the activation of some of the human personality’s reputed millions of unused, because yet
untapped, brain cells.” cited from “Front Line Story. The Language of Suggestion and Desuggestion on the Front
Line in Italy (1943-1945)”, Gotthard Media (Gotthard AG) CH-6424 Lauretza, Switzerland, 2001
5. Global-Partial, Partial-Global; Partial through Global.

6. Golden Proportion

7. Use of Classical Art and Aesthetics

Years of research and wisdom have led the founder of Suggestopedia, Dr. Georgi Lozanov to stress that “the laws should be observed simultaneously at each moment by the prestigious teacher”.

Why should a scientist talk about Love and Freedom as a scientific must in suggestopedic teaching which aims at the tapping of the reserves of mind?

Let us turn to Dr. Lozanov’s argumentation:

“Love creates serenity, trust and contributes to the prestige of the teacher in the eyes of the learners and thus opens the ways of tapping the reserves in the personality’s paraconsciousness.”

“Love together with the other laws creates the necessary cheerful, genuine and highly stimulating concentrative relaxation. It calls for calmness, steadiness, relaxation and non-strained concentration.”

“The metaphor (a parent helping the child how to ride a bicycle-italics V.B.) illustrates the quality of the psychological relationship between teacher and learner which is much like the relationship of mother and child”

“When there is Love, there is Freedom”

“Freedom gives the opportunity to the student to listen to their inner voice and to choose their way to the reserves of mind at different moments of the process of instruction. Freedom is not being dictated by the teacher, it is a spontaneous feeling in the student that they do not obey the methodology but are free to enjoy it and give personal expression in accordance with their personal traits, i.e. reservopedia is not an imposition; on the contrary, it is opening the door to personal expression.”

We have paused at the first two Laws of suggestopedia because the scientific world has shown some tendency to exclude the philosophical notions of Love and Freedom from its thesaurus. Dr. Lozanov, on the contrary, through his lifelong research, shows that the ancient unity of philosophy and science is still relevant today in order to achieve a most responsible aim – tapping the reserves of mind of the human being.

In this line of thought, the structure of the study material and the organisation of the suggestopedic interaction are done in accordance with the laws: Global-Partial, Partial-Global, Global through Partial and the Golden Proportion. All the above mentioned Laws support the Manifold Increased Input Volume which is a clear manifestation of the possibility of the human brain/mind. To them, the Use of Classical Art and Aesthetics Law adds beauty and “creates conditions for optimal psychorelaxation and harmonious states which help provoke a spontaneous increased acquisition state”\(^6\).

In the particular case of the adult foreign language teaching and learning, art is present at the very first moment of the intake level test. In the teacher’s attitude there is delicacy and attention and a relationship of **distant proximity** is established. The teacher should be close enough to inspire trust and at the same time at a certain distance which leaves space to the other party of the communication not to feel familiarity. ‘**Familiarity breeds contempt**’ as the old saying warns. The distance allows for the feeling of freedom which enhances the easy perception of emotion in the suggestopedic teaching process.

The process of harmonising the teaching with the antisuggestive barriers (logical, affective-intuitive, ethical) of each of the participants is intricate and the suggestopedagogue aims at finding the child personality out of the multiple personalities living in the human being. As a result, he/she will be able to connect at the pure level of perception without the limiting states of mind of suspicion, submitting, aggression. Once this harmonisation has been achieved, the personality starts a process of purification (**catharsis**) from past negative experiences related to studying.

The Love purifies, the Freedom purifies, the Inspiration, which is a main means of expression in suggestopedia, purifies. Although some stages in the process of teaching may resemble other foreign language classrooms where the feeling of pleasure reigns, in the suggestopedic underlying principle there is the state of Inspiration because another level of communication is being tapped. When the teacher manages to establish this spontaneous suggestive relation of harmonisation and inspiration, the students resonate and they perceive their teacher’s state. The peripheral perceptions are those of expectancy, trust in the hidden, latent potential of the students’ functional reserves. Conditions are

\(^6\) ibid. p.61
created for positive expectations, positive emotions which help establishing a calm and optimistic state and motivation for work. The positive emotions are not an end in themselves. In the suggestopedic interaction they are the basis for the concentrative calmness—a notion which has its roots in the psychotherapy- and attaining of a better acquisition of the study material. The emotional stimuli in suggestopedic art (E. Gateva, 1988, 1991) range from the areas of fine art, theatre, opera, ballet, classical music, photography, choreography and others. The milieu is dense with emotional signals submitted to the Law of the Golden Proportion and in service of the didactical end of introduction to or elaboration of a new code of expression—the foreign language.

The criterion for the creation of this ambience is beauty.

As a philosophical category, beauty may be hard to define. As a psychological necessity, beauty has been expressed in the words of the master Dostoevski: “Beauty will save the world”.

As an educational—didactic means of expression, beauty makes it possible for a person to be more profoundly engaged with the matter and the spirit, it offers the conditions for an easier acquisition, high motivation, love for the target language and from there—tolerance and interest towards the native population speaking and thinking in it.

An example of the above reflections can be drawn from the poetry used on day 12 from the suggestopedic English language course for beginners, introduced in Chapter Two in the suggestopedic textbook-play The Return. The lines were written by the Romantic genius of Lord George Gordon Byron She Walks in Beauty:

She walks in beauty like the night
of cloudless climes and starry skies
and all that’s best of dark and bright
meets in her aspect and her eyes.

The poetic image of the woman, full of enigma and admiration, provokes the desire to reveal more of the muse who has inspired the lines. They have been chosen to present one of the main characters of the play in a more relief way. It corresponds to the necessity the adult learners have to touch upon the original
masterpieces of the English language. The four lines from the first stanza of Byron’s poem are not isolated. They have been inserted into the thoughts of the leading character of the play – Miss Needham – upon her first encounter with the silent men in mackintoshes and the old lady oblivious of her. It is a ray of alleviation in the experience of a foreigner for whom London is still an unknown and alien place. It is a herald of an optimistic meeting, which will have grown into friendship by the end of the play. The romantic language has been supported by the painting on the following page: G. Rommey’s Portrait of the Duchess Elizabeth Derby. The students will be exposed in the unity consciousness – paracognitive to the new language first listening to the poetry as part of the second chapter in the so called active concert session where it will be read with the psychologically impregnated intonation which helps the easier acquisition of the material to the music of Wolfgang Amadeus Mozart – Haffner and Prague. The second music session – the so called pseudopassive session – is conducive to thought and concentrated psychorelaxation which will stabilize the memory tracks. The day after Byron and the epoch he represents will be introduced softly and comprehensibly to the beginners and the beauty of the English language will be present as a stimulus for further immersion, will call forth images which will relate to their past and future states of mind. Later, the students’ sense of rhythm, their oral and aural habits will be carefully engaged in the artistic interpretation of the lines – hesitantly at first and more confidently later in as much as each participant will feel the need to express the emotion that they provoke in him/her. The teacher will invite the students to a reading as a chorus, then individually – the ear will get used to the music of the language, the eye – to its written expression. The students have support at every moment in their mother tongue translation, given to them from the very first beginning of the active session and then on the succeeding days will undertake the responsible task to find the suggestive equivalent of the English into their native language. The verses are a global introduction to the new theme in the text – the aspect and parts of the body.

The use of beauty corresponds to the psychotherapeutic, psychohygienic aims that suggestopedia poses. It is an indispensable part of the whole suggestopedic communicative process. If, according to the theory of suggestology, suggestion is everywhere, then why not use a kind word than a
harsh comment to our students, why not express a belief in their abilities than doubt that they can do better, why not surround ourselves with beauty rather than with expressionless environment which does not create any positive emotions in us. The teaching and learning process is not only a study of the matter. Language competences should not only be directed to the utilitarian purposes but should also satisfy the aesthetic necessity of the human being to hear, see, express and pronounce beauty.

Vanina Bodurova

*Prof. Dr. Georgi Lozanov and Prof. Dr. Evelina Gateva Foundation*
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.
- Your article should not exceed the 3000 word limit.
- Send us a photo of you (in jpeg format) and short biographical information (up to 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 receiving your contributions.

What are the Newsletter article specifications?

- Up to 3000 words

For further information contact: beta.iateflbg@gmail.com
Notes for contributors

- Your article must have not been previously published and should not be under consideration for publication elsewhere.
- It is preferred that the length of the article to be up to 3000 words or from 300 – 800 words for short contributions.
- Electronic submission of your article is preferred to the following e-mail address: beta.iateflbg@gmail.com
- Text of the article: Times New Roman, 12 points, with 1.5 spacing.
- Headings and subheading: Times New Roman, 16 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 should be included.
- New paragraphs – to be indicated with one separate line.
- Referencing should follow the APA referencing style.
- References in the text should be ordered alphabetically and contain the name of the author and the year of publication, e.g. (Benson, 1993; Hudson, 2008).
- Quotations have to include the relevant page number(s), e.g. (Peters, 2006, p.76).
- Tables, figures or diagrams should be numbered accordingly and included in the relevant part of the text. Each should have an explanatory caption.
Topics of the next issues of the E-Newsletter

- November – December 2012 Issue: Web-based teaching of languages
- January – February 2013 Issue: Teaching Young Learners
- March – April 2013 Issue: The Challenges to Teacher Training
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 supporting BETA-IATEFL by being a member!

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