

E-Newsletter

Bulgarian English Teachers' Association

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Editors' Corner

Dear Readers,

This issue reaches you when spring is in full bloom and the 25th BETA-IATEFL Conference is just around the corner. In tune with the conference theme, we present you a collection of articles all of which offer approaches to boosting motivation – be it our students' or our own.

Following two commemorations, the 100th anniversary of the Easter Rebellion in Ireland and the 140th anniversary of the April Uprising in Bulgaria, we start with an article where Bill Templer leads us on a fascinating journey through Ireland's struggle for independence. Bill makes interesting parallels between Ireland and Bulgaria and, as usual, suggests ways to develop this thread and engage students in studying English. Our next choice is Emilija's Stojanovska's contribution which describes her experience as a mentor and how it brought variety in her classroom, enriched her professional life and offered better opportunities for self-actualisation. Then comes our new Teacher at the chalkface, Martina Voinova, who describes how she uses a toy teacher assistant to motivate her young learners.

Two conference reports offer you a taste of the motivational power of learning, sharing and bonding: Zhivka Ilieva gives an account of the 23th TESOL Macedonia-Thrace Northern Greece Annual International Convention, and Svetlana Dimitrova-Gyuzeleva and Albena Stefanova reflect on their experiences at the 50th IATEFL Conference.

With a view to the BETA-IATEFL Jubilee Conference in June, the final article in this issue brings to you students' voices on their motivation to study English.

In the poetry corner, you can take a few moments of delight with *Homage to Neruda* by Rakesh Bhanot.

Traditionally, the issue concludes with information about forthcoming ELT events.

Happy reading!

Zarina Markova, Issue Editor



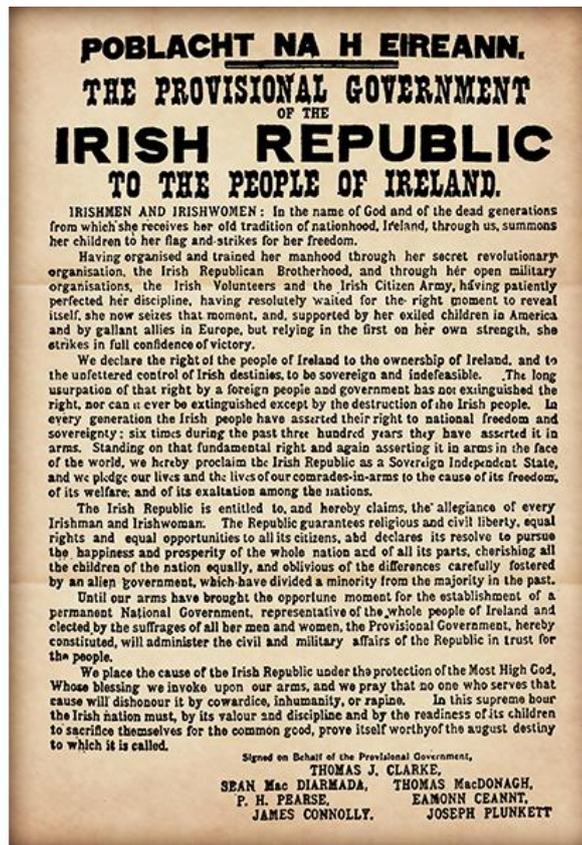
Bill Templer is a Chicago-born educator, a trained Germanist and translator, with research interests in English as a lingua franca, Extensive Reading, critical pedagogy, Jewish history and minority studies. He has taught in the U.S. (Georgia Tech; Ohio U), Ireland (Trinity College Dublin), Germany (U Saarland), Israel/Palestine, Austria, Bulgaria (VTU and Shumen U), Iran (U Kerman), Nepal (Tribhuvan U), Thailand (Rajamangala U), Laos and Malaysia (U of Malaya). Bill is active on the GISIG/IATEFL Committee, serves on the Editorial Board of www.jceps.com and is based as an independent researcher in eastern/Bulgaria.
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Easter Rising Ireland 1916: Classroom Resources

Bill Templer

The Easter Rising in Ireland in 1916 – with the declaration of an IRISH REPUBLIC in Dublin, independence from Great Britain, then the world's largest Empire – was a truly extraordinary event. It is being commemorated in Ireland and among the Irish worldwide in 2016, especially during Easter and beyond. The proclamation of the Republic was read from the steps of the Dublin General Post Office on Easter Monday, 24 April 1916.

Here the [proclamation](#), which students can read and [hear](#) (& [read by kids](#)), a memorable statement of the desire for national freedom and equality, signed by the Rising leaders.



[Proclamation, Irish Republic, 24 April 1916](#)

It begins: >IRISHMEN AND IRISHWOMEN: In the name of God and of the dead generations from which she receives her old tradition of nationhood, Ireland, through us, summons her children to her flag and strikes for her freedom. ... We declare the right of the people of Ireland to the ownership of Ireland, and to the unfettered control of Irish destinies, to be sovereign and indefeasible. The long usurpation of that right by a foreign people and government has not extinguished the right, nor can it ever be extinguished except by the destruction of the Irish people. ...<

The British army quickly put down the rebellion and [summarily tried and executed](#) all its revolutionary leaders. Central Dublin was reduced to rubble in many areas. Hundreds were killed, including a [number of children](#). The Easter Rising stands as an icon of the thirst for political freedom within modern political history. And an

uprising supported in part by Germany in the context of Britain in WW I, and aided by the Irish Diaspora in the United States. The insurgents of the Irish rebellion in 1916 wanted an end to that war.

And the *choice of Easter for the Republic's proclamation* was in itself iconic. The bold event was planned for Easter Sunday but shifted to Monday at the last minute. The Proclamation begins: >In the name of God ...< and ends invoking >the Most High God<.

I think it makes an excellent study unit and there is a multitude of classroom resources, lesson plans and much other material available online, below a range of [hyperlinks](#). This [school play](#) video on the Easter Rising involves *non-Irish immigrant children* and their parents, learning about the Rising as new residents, some fascinating responses.

Ireland↔Bulgaria

The history of Bulgaria and Ireland have some striking similarities. Ireland was occupied by the English effectively from 1179 until the early 1920s. Many English Protestants settled in occupied Ireland from the mid-16th century, in the Dublin area and especially in the six counties Ireland's north. They brought their language and faith with them, a language that gradually became the principal one in Ireland, although Gaelic (Gaelige) survives and is also an official language, taught in the schools, and still spoken in some areas of Ireland's west, the [Gaeltacht](#). In religion, most Irish remained Roman Catholics, [St. Patrick](#) (5th century) their national saint. From the 1840s and [Great Hunger](#), Ireland experienced a *huge long-term exodus* of its population, an economic out-migration to England, especially across the Atlantic

to the United States, to cities like Boston, New York, Providence/RI, San Francisco, and to also Australia. Ireland became a country of economic emigrants due to dire poverty for decades, creating a vast [Irish Diaspora](#).

Bulgarians will see parallels in much of this, including the Bulgarian exodus since 1990 and growing [Bulgarian Diaspora](#) today, even into Eire. Many Irish saw Protestantism as part of Britain's colonialism. Bulgaria's famous April Uprising ([Априлското въстание](#)), beginning on 20 April 1876, proved abortive like the Irish Easter Rising 40 years later, but both were a major step in national liberation. Its 140th anniversary was [recently commemorated](#) in Shumen on 22 April 2016, highlighting the role of the Shumen leader of the Uprising, [Panayot Volov](#), and nationally marked in [Panagyurishte](#) on [1 May](#).

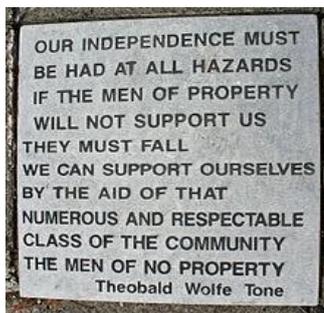


Rare Bulgarian bronze medal, 1901, commemorating 20 April 1876 Uprising: <http://goo.gl/JbJ7Cn>

Like Bulgaria after [1878](#), there was also a struggle in Eire over the country's [unity](#), and the six largely Protestant counties in the north were [partitioned](#) in May 1921 as [Northern Ireland](#), part of the UK down to today. Some Irish nationalists, especially

inside [Sinn Féin](#) (a movement and political party) have never accepted the partition. But most Irish in the Republic of Ireland do, including [Michael D. Higgins](#), Irish President since 2011, a recognized [poet](#), listen to him briefly [here](#).

Ireland, as a long-occupied colony, retained a powerful subterranean *folk tradition*, like Bulgaria. Here a link to numerous [traditional Irish tales](#), selected by poet W.B. Yeats. Teachers can use Irish traditional tales in their syllabi. Here a rollicking link to Irish [song and dance](#). There are many [traditional Irish folksongs](#), in Gaelic and English. The first song there, “The Rising of the Moon”, commemorates the [1798 Irish Rebellion](#), an abortive attempt by the Irish to break free from the British ‘yoke of Empire’ after the French Revolution. The 1798 Rebellion was led by [Wolfe Tone](#), the ‘Irish Levski’, father of Irish republicanism, who died 1798 in a Dublin prison – like Vasil Levski, aged 35.



One of Tone's ideals



W. Tone, portrait



Equality – It is new strung and shall be heard

United Irish symbol 1798

Wolfe Tone graduated from [Trinity College Dublin](#) (TCD) with a BA in law in 1786. TCD was established as an *English* university on Irish soil in 1592, the first English-speaking university outside the borders of England and Scotland in the expanding British Empire of Queen Elizabeth I. TCD is today one of the top English-language universities in the world. Bulgarian students are very welcome. In Bulgaria, the University of Veliko Turnovo has a [Centre for British and Irish Studies](#), uniquely foregrounding Ireland as a prime focus.

Resources for Teaching the Easter Rising

If these delights thy mind may move ... --Christopher Marlowe, ca. 1590

A brief [introductory video](#) Easter Rising materials [on BBC](#)

A [Power point on the Easter Rising](#) in simple English

[Ireland in the 20th century](#). A concise BBC introduction to events also after the Easter Rising, the War of Independence (1919-21), the Civil War (1922-23) and thereafter.

[Commemorations in Dublin](#) Easter Sunday 2016. Easter Rising [parade and ceremony](#)

A [digital cultural heritage site](#) of the Easter Rising. Useful material on [Century Ireland](#)

[50 facts about the Easter Rising](#) Ireland 1912-1916: [An Animated History](#)

[Dublin events](#) Easter 2016. A mélange of [Easter Rising resources](#)

[Lesson plans](#) for the Easter Rising 1916. A collection of [classroom resources](#)

[Radio Telefis Eireann \(RTE\)](#) with many features on Easter Rising

Here various events 2016 dealing with the [Easter Rising at Trinity College Dublin](#).

'[What the 1916 Easter Rising means for Ireland today](#)' Read this article with mid-intermediate students. Also explore James Stephen's '[The Insurrection in Dublin](#)'.

The April Uprising in Bulgaria has much material available, commemoration 2015 in [Panagyurishte on video](#). To what extent Irish leaders of the Easter Rising were mindful of the Bulgarian Uprising 40 years before is an intriguing question worth more research.



[General Post Office \(G.P.O.\), April Rising 1916](#)



[Bridge over the Liffey, central Dublin in ruins, April 1916](#)



Emilija Stojanovska graduated from the Blaze Koneski Faculty of Philology, Ss. Cyril and Methodius University, Skopje, and has been teaching English to different age groups for 8 years. She has been working as a mentor with fourth-year university students. She has participated in and presented at face-to-face and online events. Her talk *Mentoring: Via Sharing and Support to more Informed Teaching* was included in the ESIDRP Conference 2016.

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Mentoring: Via Sharing and Support to More Informed Teaching

Emilija Stojanovska

In this article I share my experience in the world of mentoring and how it influenced my teaching practices.

How it all started

Last year I had an opportunity to be part of a mentoring project organized by the British Council Macedonia and the Faculty of Philology Blaze Koneski, Macedonia. I worked with three fourth-year student teachers and had six lessons with each of them: during the first I was observed by a mentee, the next two included co-teaching, and the last two were given by the mentee herself.

How it all went

Even though I had only six lessons with each of the student teachers, the process of mentoring meant much more than that. My mentees and I met frequently before and after the lessons so that we could talk through the lesson plans and the activities. We discussed why a certain thing could go wrong or why a specific activity could be the best choice. We looked upon these meetings as opportunities to share

our views and ideas and think outside the box. Despite the fact that I have been teaching for almost eight years and I am quite confident in my work, I never disregard other people's opinion. So this communication with the mentees was as fruitful for me as it was for them.

I would like to share a few examples of how this project helped me diversify my teaching:

1. Whenever I had to revise or teach new vocabulary I would use flash cards to present the words, ask students to listen and repeat, maybe put the cards on different walls around the classroom and ask the students to stand up and point to the pictures/words. Or sometimes I would ask them to 'walk to the elephant/ run to the lion / swim to the zebra' etc.

Then one of my mentees came up with this wonderful activity called: Paper Ball Game. She printed pictures of the key words on a simple piece of paper and put a number next to each picture. She arranged the papers on the floor and asked the students to stand in a circle around the pictures. Once they were in position she gave them a paper ball and asked the students to throw the ball to one of the pictures. The students were expected to say the word corresponding to the picture as many times as the number written next to it indicated. This proved very effective for both practising pronunciation and new vocabulary.

2. When it comes to games I am always keen on using them as often as possible. One of my favourite games is the Memory Game. I used to ask my students to work in pairs or small groups and play the game on the desk in front of them. I would

walk around the classroom to monitor them, but, as all students do, they would cheat and use their mother tongue more often than the target language.

Just then another of my mentees managed to take this game to a new level by including the whole class and making it a whole class competition. She divided the class in two groups, put all of the words and pictures on the board and the game started. All of the students were involved and were eager to win more points so that they could win the competition.

With this, I realised that each activity can be done more interactively and that there would always be new ways of using old ideas. I have used these two games ever since and my students love them.

Another positive outcome of this project was the valuable bank of teaching materials, resources, interactive posters and worksheets I came to possess. I always go with the policy that teachers should not teach the textbook, but the language, so I tried to show this to my mentees, too. I wanted them to see that they are capable of creating their own materials and making them interesting for the students without even looking at the book. I have nothing against textbooks, but I am against the traditional way of teaching, when the teacher enters the classroom, gives the number of the page in the book and asks students to read, fill in the gaps or complete a matching activity. I like it when teachers are innovative and turn a simple activity from the book into an amusing task that the students enjoy. Luckily, I worked with very inventive student teachers who managed to create lovely teaching materials that I use every day.

Last but not least, the collaboration with my mentees brought back the enthusiasm in me and built up my confidence as a teacher. From the very beginning of my career, I approached my work full of enthusiasm and eager to work hard and contribute as much as I could to make the lessons enjoyable and pleasant for my students. I spent a lot of money on toys and other teaching materials and went to work carrying bags full of items I would use for my lessons. More often than not, I was welcomed with disheartening comments from some of my colleagues, especially the older ones. They would say: 'Let her be, she is at the start of her career, she'll come round.' or 'No one will ever thank you for your efforts', 'Why bother for the same salary' etc. At first, I did not pay much attention to these remarks, but as time went by I really started questioning myself if I was doing the right thing and if those people were not right. However, the work with my mentees and their appreciation showed me that my efforts were all worth it and that I should continue with my work and never allow anyone to shake my confidence.

Being a mentor

I looked upon mentoring as a very challenging job because I thought it was completely different from teaching. We all get our teacher education at university and then improve ourselves in the classroom. But my first experience as a mentor showed me that, even though I had wonderful initial training, putting theory into practice was something different. The pressure of being a good mentor was really high because I was the one the student teachers talked to every day or they planned their lessons with. Even a single word from me could shake their confidence and could lead to loss of interest in the job. On the other hand, a caring approach could make them love the job even more and inspire them to become good teachers. So, I had to struggle with this daily, being careful what to say, and not imposing myself

too much on them. In the end, I have to say that I am very pleased with the way I managed my job as a mentor. I got positive feedback from all of my mentees, but one of them was really significant to me. It came from a student teacher who had a very bad experience in the classroom, who was petrified of conducting a lesson and was certain she was going to fail even before she began her teaching practice. The biggest reward for me was at the end, when she came to me to say that this had been one of the best and most memorable experiences in her life and that she was sorry the project had come to its end. Her sincerity stimulated me to continue developing as a teacher and mentor.

What I have learnt

All in all, I look upon this project as a unique type of professional development. Not always do we get the opportunity to take part in conferences, seminars and workshops due to financial problems or lack of time. Or even if we do, we treat such participation as an extra burden and we are not very keen on working extra hours. My involvement in the mentoring project helped me realise that working closely with somebody else could be very beneficial and valuable for both sides.

I would conclude this article by encouraging you to dream big and not let anyone shake your confidence. Accept every challenge you are offered and share your ideas because everyone can learn from you and you can learn from everyone!

Teachers at the Chalkface



Martina Voinova has been teaching English for two and a half years. Her students, aged 6-12, are true inspiration to her - they motivate her to improve her teaching skills every single day. In her free time, Martina is a singer, a passionate reader and a pretty good cook.

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Teacher assistant

Martina Voinova

This technique encourages students to try talking only in English in a real life context so they can get used to using the correct structures and modelling a dialogue by themselves. I called it 'Teacher assistant'. I used a small finger puppet of a mouse, which was really cute and wins the children's sympathy. I used it as a kind of an icebreaker and also to teach new words and expressions and revise old ones. This activity is suitable for 1st- and 2nd-graders and, depending on the level of the

dialogue, even for older students. It is a great motivator as it brings joy and draws the shy kids out. The idea came to me while I was preparing a lesson – I saw the puppet in my office. I thought it would bring variety and laughter and children would have fun while learning.

I took the puppet and when I started the lesson, I presented my assistant. I called him the Merry Mouse Max. In that case the aim was to practice the M letter, some additional phrases, and to revise ways of describing ourselves. I was acting, all the time changing my voice when Max was talking. He was interrupting me, so I was asking him to behave himself. It was pure joy for me and all the students. Every

single child was looking at me and Max. Together, we were singing, talking about the weather, the day of the week and how we were feeling. My students were excited and happy. I used the toy not only for the introduction and revision of grammar structures and vocabulary, but also to encourage and stimulate the more silent students. The mouse was 'acting' and rewarding every little success with a good word and a kiss. The children felt really special and tried to show as much knowledge as they could to impress their new friend. As Max was speaking only English and I refused to translate, they had to make the effort to try the language we have studied and talk to him by themselves. The rule was that they should use only whole sentences. When the lesson was over they asked me if Max would come again and I said it depended on them only.

A problem a teacher using this technique could have is that it may become a distraction. To avoid this, rules should be set properly. It is like a second teacher role, it could bring huge success and be a great way to motivate kids behaving the way he/she wants them to. But it also could bring chaos in the classroom. I personally use it as a reward for good work and behaviour, and try not to overuse it as I think that it is successful because it is something 'different'. It could be adapted for a variety of needs. It could be done with famous characters children like. It is really good for speaking practice. I plan to use it again during a revision lesson. For me, it is a nice way to interact with the students, and turn the learning process into a magical world where toys become alive.

Interview with

Tanya Bikova Interviews Christian Ludwig



Tanya Bikova is a teacher of English at the High School of Mathematics and Sciences, Blagoevgrad. Since April 2014 she has been a co-opted BETA-IATEFL Committee Member. Email: tanyabikova@abv.bg

Christian Ludwig studied English, Spanish and Intercultural Pedagogy at the University of Bochum, Córdoba and Duisburg-Essen. He received his PhD on gender in Alison Bechdel's graphic fiction from the University of Duisburg-Essen in 2015. Currently he is substitute professor of American literature,



culture and TEFL at the University of Education Karlsruhe (Germany) where he is also director of the Self-Access Centre and Head of English. He is also joint coordinator of the IATEFL Learner Autonomy SIG together with Leni Dam. His research interests include learning with literature, new media and learner autonomy and he has published widely in the field of EFL.

Tanya:

Dr Ludwig, thank you for agreeing to this interview. Could you tell us a little bit more about yourself first? As a substitute professor of American literature, culture and TEFL, and your main areas of research being inter- and transcultural learning and using literature in the foreign language classroom, you obviously love literature.

So what or who made you fall in love with it and later pursue a career in English language teaching?

Christian Ludwig:

I fell in love with books and reading at a very early age — especially historical novels and reference books. Books helped me create a space where I could dream. I think my teachers had an impact and ignited a passion for reading books. Very early on, I became aware I had a talent for languages more than for other subjects. It was at the university that I discovered how much I enjoyed teaching and I even taught my first class at university before I had graduated.

Tanya:

You have been a student of English and Roman Languages in Spain for a year and a language assistant at a comprehensive school in England. Did you experience any culture shocks and how did you find teaching in England?

Christian Ludwig:

I think going abroad is an exciting experience and culture shocks are an essential part of that experience. In a small town in southern Spain, I shared a flat with two Italians, and in England, I lived in a shared flat with people from four different countries. For someone who grew up in a monolingual German home, this was a ‘shocking experience’, but it helped me become culturally flexible. I taught German and French at an all-boys school in Kent. I enjoyed living and working in the UK and had even been accepted into a PGCE programme at the University of Reading at the same time I was offered a teaching position at a university in Germany.

Tanya:

What kind of experience and emotions has being a joint coordinator of the IATEFL Learner Autonomy SIG brought you?

Christian Ludwig:

I have been a member of the Learner Autonomy SIG since 2010 and the SIG committee, head office and IATEFL have become my family. Although it comes with a lot of work, it is a rewarding experience. After six years, Leni Dam decided to step down as coordinator at the annual IATEFL conference in April 2016. She has been my mentor for over six years and I will miss her dearly. However, I am looking forward to the challenges of being coordinator of the LASIG with the best committee in the world.

Tanya:

At our conference, you are going to speak about the benefits of electronic portfolios at tertiary level, and about using digital tools in the EFL classroom. Are there any disadvantages? To what extent should modern technologies invade our classrooms? Do you think they will be the future for students at all levels?

Christian Ludwig:

Technology is changing the way we communicate, and language learning should prepare learners for the demands of a modern, globalised world. Nonetheless, simply using technology will most likely not improve learning. We have to make sure that educators are prepared to foster an informed use of technological tools in the classroom. As far as developing learner autonomy is concerned, technology offers many opportunities to encourage students to collaborate and communicate in the

foreign language, especially beyond the four walls of a classroom. However, we have to keep in mind that there are also certain affordances of technology-supported language learning and we need to consider those for second/foreign language acquisition. Learners have to know why they are using it and be aware of the pedagogy behind it.

Tanya:

What projects are you working on now and what are your professional plans for the future?

Christian Ludwig:

Right now I am working on several different projects. With a colleague, I am exploring the role of linguistic landscapes for foreign language learning in general, and developing learner autonomy in particular. Lately, I have also become interested in the spatial dimension of learner autonomy as well as teacher and learner action research in the foreign language classroom. In addition to this, I am currently working on three edited volumes in the field of digital media and literature. 2016 and 2017 will also be interesting years for our SIG, as we will continue with our webinar series and commence propelling our digital media presence, such as our new blog and our Facebook group. As far as my own professional plans are concerned, I have a million different ideas about what I want to do, and I am definitely looking for new challenges.

Tanya:

Do you have hobbies outside of the ELT world? Could you tell us something about them?

Christian Ludwig:

I have one of the most interesting jobs in the world and I dedicate a lot of time and energy to it. In my free time, I love to travel, which allows me to visit my friends who are scattered all over the world, and keep up with all the great books coming out every day. When I am at home, I enjoy seeing family and quiet evenings in my local sauna.

Tanya:

You are IATEFL Official Representative at the 25th BETA-IATEFL Annual International Conference in Plovdiv, 3-5 June 2016, and we are really delighted to welcome you as a plenary speaker. Is this going to be your first visit to Bulgaria and how do you feel about it?

Christian Ludwig:

It is a great honour to be IATEFL's official representative at the 25th BETA-IATEFL Annual International Conference in Plovdiv, which, as you suspected, will also bring me to Bulgaria for the first time. I am looking forward to the event and getting to know the country and its people. It is always exciting to visit a new country, especially if it has such a rich history and culture like Bulgaria. Доскоро!



Zhivka Ilieva is an associate professor at Dobrich College, Shumen University. She teaches English, Methodology, Children's literature in English. As part of her research she has classes at primary schools and at kindergartens. She runs workshops for primary school teachers and takes part in conferences dedicated to language teaching and teacher training in Bulgaria and abroad.

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The 23rd TESOL Macedonia-Thrace Northern Greece Annual International Convention

Beyond Teaching – Inspiring Others

Zhivka Ilieva

The 23rd TESOL MTh Annual International Convention was held on 26-27 March on the premises of the American College of Thessaloniki. The thought-provoking theme of the convention attracted a number of speakers and attendees to participate in an invaluable exchange of experience and knowledge on all aspects of teaching.

We took delight in inspiring and energising talks packed with engineering ideas signifying a new era in English language teaching. The conference was

opened with Agnes Mariakaki's plenary 'Emotional Literacy in the Classroom: Guidelines for Teachers.' Penny Ur took over with her overwhelming talk 'Language teaching materials in the 21st century: What's changing and what isn't.', in which she discussed current trends in ELT materials. The second day of the convention started with Hanna Kryszewska's '21st Century Skills in ELT', where she explored approaches to new teaching dynamics. Last but not least, we enjoyed the fourth plenary talk 'The Teacher as a Storyteller' with Jamie Keddie. All plenary sessions

took place at the Bissel Library, in the main hall of the college, adding an extra working atmosphere to the sessions. Most of the plenary speakers were interested in BETA conferences and in speaking at our events.

The conference organisers not only kept us engaged in fruitful and creative workshops and talks, but also provided us with entertaining events catered to every taste. *TESOL MTh Has Got Talent* with Charles Goodger and guests was an amazing performance which completely carried us away. In *Muse of Fire: Celebrating 400 years of Shakespeare and English Teaching* Luke Prodromou and Maria Araxi-Sachpazian, Efi Tzouri and Eftichis Kantarakis gave the most outstanding performance ever.

Throughout the convention, the crowded rooms were filled with ELT experts discussing their ideas, and with teachers running from one room to another to attend talks and workshops. Those I could attend were: 'All you need is Chrome' by Dimitris Tzouris, 'Are you ready to Vlog? Your students are!' by Vicky Chionopoulou, 'Easing into English: An app to make English grammar amazing!' by Joan Macphail and Angeliki Apostolidou, 'Will it Blend? Blended learning language classrooms today and tomorrow' by Eftichis Kantarakis – all of them focused on various apps and tools, and how they can be implemented in teaching. Luckily, I had the chance to attend really motivating sessions like: 'Laughter yoga – the most powerful tool in education' by Danny Singh, the more theoretical 'Exploring the EFL vocabulary instruction in public primary schools in FYROM' with Tatjana Jovcheska, and 'Isolated and integrated form-focused instruction in the primary classroom' by Danae Tsipikidou. My presentation was mainly focused on having fun with young learners while teaching them English.

Reports on each presentation as well as interviews with the speakers are available at <http://www.tesolmacedoniathrace.org>



With the interviewer Dimitra Christopoulou

The organisers made the speakers feel special by putting individual names on the conference packs and enclosing a map of Thessaloniki inside. The forum was so rich in presentations that kept us busy from 10.00 to 19.00 both on Saturday and Sunday. Still, we could



enjoy the beautiful city and the sea in the evening, and had the opportunity to visit pubs and to feel the night atmosphere of Thessaloniki, and to chat with friends from previous conferences in the region. We shared our experience in organising conferences, running an association, discussed common problems and challenges.

TESOL Macedonia Thrace Northern Greece managed to combine an exceptionally well-organised convention within a friendly welcoming atmosphere spreading positive energy, inspiration and, most of all, knowledge to every EL Teacher. THANK YOU, TESOL Macedonia Thrace, for giving me the opportunity to be part of your family.

50th IATEFL Conference

Birmingham, 12-17 April

2016

**Svetlana Dimitrova-Gyuzeleva and Albena
Stefanova**



Svetlana Dimitrova-Gyuzeleva is an associate professor at the English Studies Department of New Bulgarian University. She is an active participant in many local and international educational projects and professional forums, and the author of several ELT coursebooks, some reference books, and a series of resource books. Email:

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Albena Stefanova holds a master's degree in English philology from Sofia University. She is a senior lecturer at the University of National and World Economy, where she teaches English to students of economic and political studies. Her major interests are in ESP and translation.

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This year's IATEFL conference was a truly impressive event - as becomes the celebration of such an important anniversary - and it was held in Birmingham, at the International Convention Centre in the very heart of the city near the canals.

There were more than 3000 participants - ELT professionals from around the world: educators and students, teachers and trainers, researchers and publishers, who had come to Birmingham in order to discuss and reflect on a wide range of ELT issues, and at the same time establish or strengthen professional contacts and networks.

The five-day professional forum included numerous plenaries, presentations, workshops and forums which covered a variety of topics:

from teaching very young learners through tips for teaching teens to teaching English at tertiary level for specific purposes, from teacher training and development to improving the quality of language courses and campaigning for the recognition of non-native speakers as teachers of English, from using learning technologies to facilitate language acquisition to implementing creativity in under-resourced educational contexts, from teaching the language and literature through the works of Shakespeare and short stories to teaching students with special educational needs such as dyslexia. The plenary speakers were distinguished scholars and active contributors to the IATEFL cause: David Crystal, Silvana Richardson, Diane Larsen-Freeman, Scott Thornbury and Jan Blake.

Just to give you a flavour of the magnitude of the event we shall list a few of the world renown speakers whom you could meet in person during the forum and chat to informally after the sessions: Jeremy Harmer, Jim Scrivener, Penny Ur, David Nunan, Peter Grundy, Andrew Wright, David Heathfield, Luke Prodromou, Herbert Puchta, Tessa Woodward, Adrian Underhill, Alan Maley, Steve Mann, Jack Richards, Hugh Dellar the list could just go on and on!

There was the traditional ELT resources exhibition which offered the conference delegates an international showcase of the latest in ELT resources, services and publications from course providers, publishers, digital innovators and so much more. With ample seating, coffee and tea available free of charge, all day, and hosting the jobs market fair and a number of pop-up events (during which exhibitors launched new and exciting ELT products or announced special offers and treated delegates to a glass of champagne) the exhibition was definitely not to be missed.

A programme of entertaining events was arranged for the delegates during the evenings of the conference – the performers being among the delegates themselves (David Crystal, Marjorie Rosenberg, Jeremy Harmer, Luke Prodromou, David Hill and some others). Just to give you a taste: ‘IATEFLers sing Shakespeare’, ‘Shakespeare, believe it or not’, ‘All the world’s a stage: celebrating Shakespeare’, ‘50th Anniversary Pecha Kucha’, and many others.

The conference started with the PCEs and the Associates’ Day. After the welcome from the IATEFL President Marjorie Rosenberg and Vice-President Carol Read Lou McLaughlin presented the IATEFL Associates’ Representative’s Report. We met the 2015-2016 award winners and had a very informative and useful workshop on how to put together a scholarship application. There is a host of scholarships that IATEFL announces every year but, surprisingly, the number of applications is very small. So, the associates were advised to advertise these opportunities among their members and to encourage teachers to apply. Among this year’s scholarship winners was the Bulgarian teacher trainer Maya Mitova from NBU who won the IATEFL Bill Lee scholarship and gave a presentation entitled ‘Why English should not be taught online at the NBU’.



Albena Stefanova with the representatives of the teachers’ associations of the Czech Republic, Romania and Germany



The representatives of Cuba and Angola



The poster presentations session on the Associates' Day

Then there were the presentations of our colleagues from Ireland, Switzerland, Israel and Angola who told us about their successfully realised projects aimed at the career development of their member teachers. Among the most important issues that we discussed was the problem of membership enlargement and bulletins. Due to financial difficulties a lot of teachers cannot afford to become members of their local teacher organisations and, therefore, cannot avail of the opportunities for professional development. For the same reasons most associations have decided to have e-bulletins only.

The afternoon programme was focused on the poster session. BETA's poster was devoted to the topical issue of membership expansion and provided an excellent chance to popularise our activities, efforts and achievements as well as to establish relations with partners from Germany, Cuba, Angola, Holland, Romania, England, Russia, Austria. We also gave our colleagues brochures from BETA conferences and provided them with interesting information about our events which made more partners aware of who we are, what we do and how we cooperate.

On 13 April the conference was opened by the IATEFL President Marjorie Rosenberg and David Crystal's talk was the first plenary session. We enjoyed it thoroughly because apart from being an outstanding researcher, he is a versatile person and an enchanting speaker. He discussed the changes in the English language and the developments in English language teaching.



David Crystal's plenary session



With Professor David Crystal in front of the IATEFL tree

We were also impressed by Silvana Richardson who was the second plenary speaker and drew the audience's attention to 'the struggle of non-native teachers for visibility and due recognition'. Diane Larsen-Freeman's plenary session focused on shifting metaphors from computer input to ecological affordances and discussed the implications of affordances for English language learning and teaching.

Scott Thornbury's plenary was dedicated to the 50th anniversary of the IATEFL Conference and it offered a review of the major developments in the teaching of English as a foreign language since the mid-sixties. He provoked the audience by suggesting that the diversity of educational traditions, teaching contexts and learners' needs repudiates the notion of a single good teaching method as well as challenges such established orthodoxies as formal cookie-cutter pre-service teacher training, global textbooks, uniform examinations and the notion of standard English itself.

Jan Blake had the honour to give the closing plenary of the IATEFL 2016 Conference. So she used the opportunity to tell us a couple of stories ('Man, woman, life, love: stories from Africa, the Caribbean, and beyond') which left the delegates spell-bound by the magic of her rhythmical words and the power of the narrative.

Among some of the noteworthy presentations that we attended were Alan Maley's 'Ten great educators and their legacy', David Nunan's 'Language learning beyond the classroom', Luke Prodromou's 'Shakespeare and his unruly women: language, power, identity', John Hughes' 'Visual literacy in creating classroom materials', Jack Richards' 'What does it mean to be a teacher of English?' and many others.



Brian Tomlinson's talk



After Luke Prodromou's talk about Shakespeare's unruly women

Again leaving the titles of the sessions to speak about their content, the workshops we found most enjoyable and useful were David Hill's 'The art of words: poetry about paintings', Charles Hadfield's 'Creative vocabulary: playing with meanings', Andrew Wright's 'Fifty years of my favourite creative classroom activities', Ken Lackman's 'Colligation: the way grammar should be taught', Damian Williams' 'The LDT toolkit: practical activities for language development for teachers' and many others.

The forum on ESP course design provided an opportunity for discussion and exchange of opinions and good practices. Colm Downes focused on the teaching of diplomats and UN peacekeepers, Martin Herles on why accountancy need not be boring and Ekaterina Popkova spoke about the balancing between pre-work ESP students' perceived and objective needs.

One of the forums that attracted a lot of participants was the ELT Journal Signature Event 'This house believes that teacher training is a waste of time'. The speakers who debated the issue were Peter Grundy and Penny Ur. The audience enjoyed their sense of humour, extensive knowledge and professional approach to the issue. At the end we voted by shouting as loud as possible. The results were measured by a special 'clapometer' and it was a tight draw.

As mentioned at the start, to celebrate the 400th anniversary of Shakespeare's death there were evening events that we were delighted to attend. On Wednesday evening IATEFLers sang Shakespeare and we were amazed by the wonderful voices of Marjorie Rosenberg, Glyn Jones, Amos Paran and Jeremy Harmer, who also performed as a guitarist and composer. The pianists who entertained us and gave us great pleasure were Stephen Brewer and Steve Copeland. On Thursday evening David and Hilary Crystal presented a funny potpourri of new and old pieces on Shakespeare. David challenged the audience by telling it that several of Shakespeare's characters wanted to teach English; that there were actually 157 Shakespearean sonnets, not 154 because three sonnets had been found on the attic of an old house; that Macbeth actually prophesied the arrival of IATEFL's SIGs...





Svetlana Dimitrova-Gyuzeleva and Albena Stefanova with Marjorie Rosenberg. Behind is the tree of IATEFL where everyone could stick a leaf with some IATEFL thought or conference impression

Associate professor Svetlana Dimitrova-Gyuzeleva was among the respected teacher trainers who gave a presentation focusing on the lessons learnt from implementing The Pedagogical Portfolio in the Bulgarian context of foreign language pre-service teacher education and in-service teacher development for over twenty years. She shared snippets of good practice leading to professional growth and participants themselves were encouraged to reflect on their own experience and development as professionals by taking part in a post-lesson discussion simulation. Some useful contacts were made and ideas for future projects were discussed later over a cup of English Earl Grey tea.

Even though there were not many Bulgarian teachers at the conference, our presence was noticeable. We met a lot of colleagues, made friends, discussed problems, shared observations, exchanged good practices, danced, drank and ate together with colleagues from various countries (even from faraway places like Peru, Nepal, Cuba, Lebanon, Australia). To us this was a valuable and fruitful experience.

So, dear colleagues, members and friends, it is worth being part of our vibrant community and we would like to encourage you to be more confident, to join us

and take more active participation in BETA and IATEFL events. Do not miss the chance of applying for scholarships provided by IATEFL and grants provided by BETA for this is one of the best ways for career and personal development.

'Good, better, best,
Till your good is best
Never, never rest...'

Straight from the Horse's Mouth: Motivation to Learn English

Zarina Markova



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It is universally acknowledged that significant life achievements are impossible without motivation. Language learning is not an exception, and experience constantly gives us cases in support of this observation. Naturally, motivation for language learning has engaged language acquisition scholars for decades, which has generated an impressive amount of research. Yet, almost 50 years after the famous assertion that 'given motivation, it is inevitable that a human being will learn a second language if he is

exposed to the language data' (Corder, S.P. 1967: 164), scientific pursuits for its confirmation have not been completed. Verification gets even more difficult in foreign language learning contexts, where the exposure to the target language can vary considerably, and is often correlated with the motivation itself.

In realms of activities rather different from those of the academia, where teachers deal with motivational problems on a daily basis, the search for solutions usually involves experimentation with strategies, techniques and activities to trigger and/or sustain students' enthusiasm to learn a foreign language. Motivation is a recurrent topic for discussion on various occasions – from conversations in the staff room

through online forums to face-to-face conferences – in the provisional programme of the 25th BETA Conference, for example, a dozen of abstracts explicitly address students' motivation, and, presumably, many others will touch upon it in one way or another. Still, the common approach seems to regard motivation as something that can be given to students through various tricks and treats, and often misses the learners' perspective on the factors that stimulate them to learn English.

In the belief that gleanings into students' interest in English language learning could contribute to the conference discussions in June, and stimulate more exploration of learners' motivation, below I present the results of a survey in which English language learners wrote about their motivation to study English. The survey involved 204 students of five schools in central Blagoevgrad, and was done with the assistance of five teachers who also work as mentors for South-West University. The survey was anonymous, paper-based, and consisted of one item only – the respondents had to answer the question 'What motivates you to study English?'. Participation was voluntary, and students could choose whether to write in English or in Bulgarian. As there were no word count limitations, the responses varied from a single sentence to a one-page essay. So did the number of motivational factors – some students mentioned one factor only, others provided a comprehensive list.

Overall, the 204 students made 479 comments about the main factors that motivate them to study English in the following categories:

Motivational factor	Number of respondents	Percentage
Interest in the English language	85 out of 204	41,7%
Perceived importance of English	83 out of 204	40,7%
Desire to communicate with other people	65 out of 204	31,9%

The global spread of English	46 out of 204	22,5%
Study/life abroad	44 out of 204	21,6%
Classroom activities / coursebook topics	39 out of 204	19,1%
Journeys abroad	33 out of 204	16,2%
Self-development	30 out of 204	14,7%
The teacher	16 out of 204	7,8%
Family / friends	12 out of 204	5,9%
Other	26 out of 204	12,7%

These categories could be conflated into the broader categories of different theoretical frameworks: integrative and instrumental (after Gardner, R.C. and Lambert, W.E., 1972); intrinsic and extrinsic (Ryan, R.M. and Deci, E.I., 2000); Ideal L2 Self, Ought-to L2 Self and L2 Learning Experiences (Dörnyei, Z. 2009). However, a theoretical discussion will go beyond the scope of this article and the newsletter. Additionally, the survey as a data collection instrument does not allow a clear understanding of what students mean when saying ‘English is important for my future.’, or ‘I love English.’ English could be important because it could bring professional advantages (instrumental orientation), but also because it would broaden the communication opportunities (integrative orientation). Similarly, learners’ love for English may be thanks to either their hopes and aspirations (Ideal L2 Self) or the way it is learned (L2 Learning Experiences). Likewise, living or studying abroad as a motive could come from within (intrinsic), but could also be influenced by family or friends (extrinsic). Therefore, aligning students’ comments to a theoretical framework needs further exploration of their orientation. For the time being, the ten categories correspond with the wording students chose for their responses and thus ‘do justice to the subjective variety of an individual life’.

(Dörnyei, 2001: 193). Besides, they are less abstract and therefore easier to relate to the classroom context.

The factor that is motivating for the most learners is the general interest in the English language (41,7%). Students say they 'like', even 'love' studying English because it is 'interesting', 'fun', and they 'love' the language. Part of its charm is in the fact that 'it is different from Bulgarian'. A 15-year-old says that 'using English has been my dream since I was very little and I have always wanted to succeed with English'. As it is regarded as 'a very interesting language to speak', there are students who take every opportunity to use it, and they obviously enjoy it: 'My friend and I love speaking English even when we are not at school'. One 12-year-old made an interesting comment: 'When I speak English, there is some feeling inside me which makes me speak more and more'. Is this an instance of the arcane state of [flow](#), the synchronization of energy, involvement and enjoyment – which every teacher desires for her students? Such comments certainly deserve more exploration.

The second most frequently mentioned motivating factor is the perceived significance of English which is present in the answers of 40,7% of the students. They believe English will give them more opportunities for 'better education', 'better work', 'more interesting' and 'well-paid' jobs, and more opportunities for life in general. They think they will be 'at a great disadvantage' if they are not able to use English, and are convinced that they 'will need English both inside and outside Bulgaria'. A 12-year-old wrote: 'When we learn a foreign language (English), we will use it for many things in life.' Such a thing could even be the ability to help one day, when their own children start studying English, and this was commented by another

12-year-old: 'I don't want one day, when my child asks me something, to be unable to help.'

The desire to communicate with people from other countries motivates 31,9% of the students. Sometimes, it is the online communication that is stimulating: 'I want to better communicate when I play computer games.' At other times, it is communication with their relatives abroad: 'I will be able to understand my cousins who speak English.' In most cases, though, the desired communication is associated with travelling, and 16, 2% of the students are motivated by this opportunity. A 12-year-old said: 'When I learn English, I will be able to go anywhere around the world and I will be able to communicate with people.' Another one commented: 'I want to make new friends outside Bulgaria.'

Another motivating factor for studying English, interconnected with young people's hunger to communicate, is the global spread of the language: a considerable number of students (22,5%) are stimulated to learn English because it is spoken worldwide, and because 'through English, you can learn about other cultures and types of people'. This is closely followed by a desire to study or to live abroad, which motivates about one in every five students.

14,7% of the students regard as motivating the opportunity for personal growth – they consider learning English a form of self-development because 'every day you learn something new' and they 'want to know more and more and more'. Some see it as a process of accumulating knowledge where 'any knowledge is useful', an achievement in itself that brings satisfaction: 'I love studying.' One student wrote: 'English can help me get to the top. I want to know I have achieved something in

life'. Sobering statements, from the mouths of 12-year-olds, and they are often combined with an awareness of the hard work and perseverance needed for accomplishing such aims: 'We need to invest effort to succeed in life.'; 'I started studying English and keep on learning. Otherwise, my knowledge will go to waste.'

19,1% of the students are motivated to learn English by the classroom activities and coursebook topics. A common reference in the comments in this category is to variety, and often it is the variety of the learning activities that is inferred, with games being the most frequently chosen motivator, followed by project work, singing and drawing, but also (perhaps surprisingly!) by grammar and vocabulary exercises in the workbooks, and even homework. One student expressed her perception of stimulating classroom activities in the following way: 'I like it when we do things that are not in the coursebook'. Still, the coursebook is present as a motivating factor with its potential to excite curiosity. For example, an 11-year-old wrote: 'There are interesting games and serialised stories, and I am motivated to learn in order to get to the pages there are at.' The comments of the more mature students are also worth reading: 'I like the topics in the coursebook, because they are authentic. Also, we can use the different pieces of advice there outside school.' (by a 14-year-old); 'The topics are interesting, but the way they are presented is also important.' (by another 14-year-old student); 'I would like to have coursebooks with less grammar, and more vocabulary practice and games.' (by a third student of the same age). Such comments show that students' judgement of their educational context should not be underestimated, and that a more active involvement in the content and mode of learning may be beneficial for learners' motivation. This observation is further confirmed by comments from younger students who also show a wish to be more active decision-makers when it comes to English classes: 'I would like us to sing a song at the beginning of each lesson. I like it when we

express our opinions on something. I want to do this more.’ (by a 12-year-old student); ‘I would like us to have the opportunity to evaluate each other’s work. I don’t like pair work because the teacher forms the pairs and we have no choice.’ (by a classmate of the first student).

Interestingly enough, students’ comments show awareness of the need for balance when their language skills are being developed, and there are mentions of the four skills by students aged 12/14. In general, communication in the target language seems to be appreciated as it gives students a measure of their language performance and, in most cases, a sense of achievement. One student wrote: ‘I like learning to write texts in English’. There are similar comments for the other skills too. As a whole, one stimulating feature of the classroom activities is that students ‘communicate in English’.

Another dimension of the classroom activities that motivates students is the patterns of the interaction – with the exception of one student, pair work and group work get positive mentions. One student wrote: ‘I like English because we work together, as a team’. Such comments are in tune with the widespread understanding that collaborative learning is an influential agent of motivation growth (Ushioda, E. 2008: 28). Still on the motivational power of classroom variety, there are comments about the mode of language presentation and practice which refer to different uses of technology. Finally, the participation of trainee teachers in students’ learning is also acknowledged as motivating by several students.

As a whole, although the responses in this category do not rank the highest, they provide the richest explanatory data concerning different factors that motivate students at school.

It would be weird to explore the motivational power of learning activities in the absence of the teacher who is behind their planning and implementation. Although not getting the highest percentage, teachers' motivational role is recognised by the respondents (7,8%). The younger learners seem to focus more on teacher's personality, and on her ability to support their learning. One student commented: 'Our teacher is very good, and explains things well'. Another learner wrote: 'If we don't know something, our teacher doesn't get angry, but repeats it so that we can remember it. This is motivating'. The older ones seem to focus more on the teacher's language skills and, with respect to English, regard her as a role model: 'Our teachers make us like the language and its melody even more.'

The final category on this list is the motivation by family and friends (5,9% of the responses). In some cases, motivation could be brought about by peer pressure and fear of embarrassment: 'I don't want my classmates to ironise me'. More frequently, though, it is the family support and pride that play a motivational role, and this is commented by both younger and older students: 'My family and I have always wanted me to be clever and learn at least 2-3 foreign languages'. Or 'I want my parents to be proud of me, my abilities, and my future as a successful young person'.

Apart from these ten major categories, there were also comments about the sense of progress and achievement (7); the motivational role of tests and school marks (6); the school as an institution (6); the desire to use mobile apps and computer games (5), and to sing songs (1) and watch horror films (1). The few mentions of mobile apps and games are rather surprising, especially in the face of their massive expansion. Equally surprising is the scant reference to a desire to understand songs and films (which was a serious motive to study English years ago, when today's

teachers were teenagers). The few mentions of the motivational potential of tests and marks might serve as a warning against attempts to unquestioningly accept summative testing as a valid instrument to sustain motivation and learning.

The breakdown of the motivational factors into school classes (see the appendix) illustrates their dynamics. Perceived tendencies and generalisations should be treated with caution as the number of the respondents varies from class to class, and in some groups it is too small to avoid contextual influences. Yet, the top ten motivational factors have been widely discussed in research literature, though under different umbrella terms. Therefore, it can be assumed that, with some ranking variations, they would appear in similar surveys. The survey results might bring about more thorough examination of Bulgarian learners' motivation to study foreign languages – such studies are scant at present. As for the implications of such findings to the teaching/learning situations, a lot can be found in the literature. Readers with an interest in a more theoretical understanding can explore [Zoltán Dörnyei's Personal Website](#) or [Ema Ushioda's publications](#). The rest can simply take part in the [BETA conference](#) in June.

Back to the survey, its aim was to narrow a perceived gap in the perspectives on motivation to be discussed at the 25th BETA conference sessions, and to add some flavour of learner motivation to the forthcoming discussions. The survey responses give a snapshot of the 'breadth' of students' motivation, i.e. the variety of factors that stimulate them to learn English. With a few exceptions, they do not provide information of the motivation 'depth' – how persevering students are when it comes to investing time and effort to achieve the aims they consider as motivating factors. The results show a need for more details as to what students mean when they say that English is important to them; what makes English such an interesting

language to learn; whether (and if yes, how) they relate their interest in the language to the rest of the motivating factors; how these factors complement each other; which of them are regarded as internalised and self-determined, and which ones are perceived as externally imposed and regulated by other people. The list could be continued, and it might vary depending on the answers needed, but also on learners' ages and backgrounds, and on school contexts. The results of this survey show that even a simple question can generate a huge number of responses valuable for teachers as they give food for thought on students' priorities and their relation to existing or future teaching practices. This can stimulate further exploration and, ultimately, add a new dimension to the teacher-student relationship. Which is in itself motivating, and beneficial for both sides.

I would like to thank Ekaterina Tsvetanova, Ellie Bundova, Ivalina Georgieva, Ivanka Klecherova and Krasimira Piperevska for their assistance with this survey, and all the students for their responses.

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Appendix

Breakdown of the motivation factors into school classes

4th class – 21 respondents, 35 responses

Motivational factor	Number of respondents	Percentage
Interest in the English language	6	31,7
Perceived importance of English	6	31,7
Journeys abroad	5	23,8
Study/life abroad	5	23,8
Classroom activities / coursebook topics	4	19,0
Desire to communicate with other people	3	14,3
Family / friends	3	14,3
Self-development	3	14,3

5th class – 81 respondents, 192 responses

Motivational factor	Number of respondents	Percentage
Interest in the English language	40	49,4
Desire to communicate with other people	28	34,6
Perceived importance of English	26	32,1
Popularity of the language	19	23,5
Journeys abroad	19	23,5
Classroom activities / coursebook topics	18	22,2
Self-development	17	21,0
Study/life abroad	12	14,8
Family / friends	6	7,4
The teacher as a person	3	3,7

7th class – 20 respondents, 49 responses

Motivational factor	Number of respondents	Percentage
Classroom activities / coursebook topics	13	65,0
Interest in the English language	11	55,0
The teacher as a person	5	25,0
Perceived importance of English	5	25,0
Self-development	5	25,0
Popularity of the language	4	20,0
Desire to communicate with other people	4	20,0
Journeys abroad	2	10,0
Family / friends	1	5,0

8th class – 40 respondents, 99 responses

Motivational factor	Number of respondents	Percentage
Perceived importance of English	22	55
Desire to communicate with other people	18	45
Interest in the English language	16	40
Popularity of the language	15	37,5
Study/life abroad	14	35
Classroom activities / coursebook topics	4	10
Journeys abroad	3	7,5
Self-development	3	7,5
Family / friends	1	2,5
The teacher as a person	1	2,5

9th class – 27 respondents, 57 responses

Motivational factor	Number of	Percentage
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	respondents	
Interest in the English language	11	40,7
Study/life abroad	11	40,7
The teachers	7	25,9
Perceived importance of English	7	25,9
Desire to communicate with other people	6	22,2
The school	5	18,5
Progress made so far	4	14,8
Popularity of the language	3	11,1
Journeys abroad	1	3,7
Self-development	1	3,7
Family / friends	1	3,7

11th class – 15 respondents, 35 responses

Motivational factor	Number of respondents	Percentage
Perceived importance of English	15	100,0
Desire to communicate with other people	6	40,0
Popularity of the language	5	33,3
Journeys abroad	3	20,0
Study/life abroad	2	13,3
Self-development	1	6,7
Interest in the English language	1	6,7

Note: Two students in this class mentioned the importance of English twice – regarding education and work. This is taken into account in the total number of responses in this class and in the corresponding category.

Poetry Corner

Homage to Neruda

Rakesh Bhanot

'I want to do with you what spring does with cherry trees.'

From a poem by Pablo Neruda

Spring will do
what spring
must do
to cherry trees
and to you and me.

But we can choose
to accept or reject.
We can choose
To resist or rejoice.
The poor cherry tree
has no fecking* choice!

*<http://dictionary.reference.com/browse/fecking>

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Sandie Mourão, Nova University, Lisbon, NILE

Irina Perianova, University of National and World Economy

Keith Kelly, Anglia School, Plovdiv; FACTWorld

Christopher Holmes, British Council Bulgaria

Zhivka Ilieva, Dobrich College, Shumen University

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Key speakers: Terry Lamb (UK), Franz Mittendorfer (Austria), Martin Ehala (Estonia), Mart Laanpere (Estonia)

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- You will receive feedback from us within 10 days of your submission.
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- We are looking forward to your contributions.

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.
- 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: beta.iateflbg@gmail.com
- Text of the article: Calibri, 14 points, with 1.5 spacing.
- 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 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, 2006:76).
- 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 return any material submitted, but they reserve the right to make editorial changes.

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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.

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